DOCUMENT RESUME

ED 478 358 CG 032 457

TITLE	Developing Resource-Oriented Mechanisms To Enhance Learning Supports.
INSTITUTION	California Univ., Los Angeles. Center for Mental Health in Schools.
SPONS AGENCY	Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE	2003-07-00
NOTE	126p.
CONTRACT	U93-MC-00175
AVAILABLE FROM	Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563. Tel: 310-825-3634; Fax: 310-206-8716; e-mail: smhp@ucla.edu; Web site: http://smhp.psych.ucla.edu. For full text: http://smhp.psych.ucla.edu/pdfdocs/ contedu/developing_resource_oriented-mechanisms.pdf
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	*Comprehensive Programs; *Educational Resources; *Outcomes of Education; Program Development; School Support; *Student Personnel Services

ABSTRACT

Schools increasingly are recognizing that leaving no student behind requires a comprehensive, multifaceted, and integrated system of learning supports. To establish such a system, initiatives to improve schools must evolve current student supports into a full-fledged component dedicated to addressing barriers to learning. This calls for new directions that end the marginalization and fragmentations of learning supports. This set of training modules is designed as an aid for training leaders and staff about the importance of and how to establish effective resource-oriented mechanisms to advance development of a comprehensive, multifaceted, and integrated learning supports (or enabling) component at every school. (GCP)

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Developing Resource-Oriented Mechanisms to Enhance Learning Supports.

Center for Mental Health in Schools
University of California at Los Angeles

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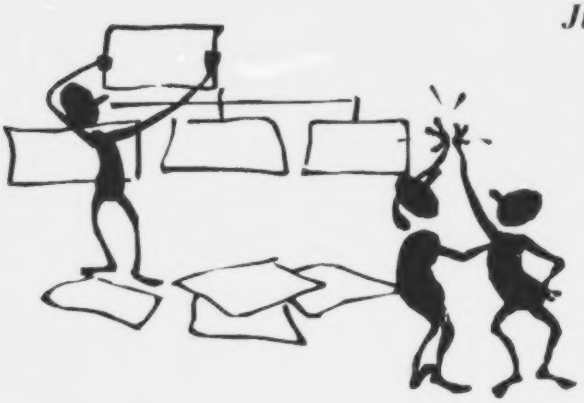
UCLA

Continuing Education

Developing Resource-Oriented Mechanisms to Enhance Learning Supports

July, 2003



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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U. S. Department of Health and Human Services.

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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

# enhance practitioner roles, functions and competence

# interface with systemic reform movements to strengthen mentalhealth in schools

# assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

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HRSA
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CMHS
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The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

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About the Center's Clearinghouse

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- **Specific psychosocial problems**
- **Programs and processes**
- **System and policy concerns**

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- **E-mail us at** **smhp@ucla.edu**
- **FAX us at** **(310) 206-8716**
- **Phone** **(310) 825-3634**
- **Write** **School Mental Health Project/Center for Mental Health in Schools,**
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If you know of something we should have in the clearinghouse, let us know.

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Preface

If we replace anonymity with community,
sorting with support, and bureaucracy with autonomy,
we can create systems of schools that truly help all students achieve.
Tom Vander Ark (2002)

It is not enough to say that all children can learn or
that no child will be left behind; the work involves . . .
"achieving the vision of an American education system
that enables all children to succeed in school, work, and life."
From the 2002 mission statement of the
Council for Chief State School Officers -- CCSSO

School systems are not responsible for meeting every need of their students.
But, when the need directly affects learning, the school must meet the challenge.
Carnegie Task Force on Education

Schools increasingly are recognizing that leaving no student behind requires a comprehensive, multifaceted, and integrated system of learning supports. To establish such a system, initiatives to improve schools must evolve current student supports into a full-fledged component dedicated to addressing barriers to learning. This calls for new directions that end the marginalization and fragmentation of learning supports.

A key facet of all this involves establishing potent mechanisms that focus on how learning support resources are and should be used.

This set of training modules is designed as an aid for training leaders and staff about the importance of and how to establish effective resource-oriented mechanisms to advance development of a comprehensive, multifaceted, and integrated learning supports (or enabling) component at every school.

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Some Other Resources

We are confronted with
insurmountable opportunities.
Pogo

Introduction

Everyone concerned with enhancing learning must be prepared to explain why schools need to move in new directions for student support. The first step is to clarify how essential learning supports are to school improvement and student progress – particularly with respect to closing the achievement gap.

Then, the question becomes one of how to proceed. This involves

- clarifying the role of a potent set of *resource-oriented mechanisms* in pursuing learning support functions
- showing how these mechanisms can be woven into an effective and efficient infrastructure that is conceived from the school site outward.

These matters are the focus of this set of training modules.

Why New Directions?

In their effort to raise test scores, school leaders have pursued intensive instruction. While improved instruction is necessary, for too many youngsters it is not sufficient. Students who arrive at school on any given day lacking motivational readiness and/or certain abilities need something more. That something more is found in comprehensive, multifaceted, and integrated approaches to addressing learning, behavior, and emotional problems.

Why don't schools do a better job in addressing learning, behavior, and emotional problems? The root of the problem is that such efforts are *marginalized* in school policy and daily practice.[1] As a result, most programs, services, and special projects at a school and district-wide are treated as supplementary. Staff tend to function in isolation of each other and other stakeholders, with a great deal of the work oriented to discrete problems and providing specialized services for individuals. In some schools, the deficiencies of current policies give rise to such aberrant practices as assigning a student identified as at risk for grade retention, dropout, and substance abuse to three counseling programs operating independently of each other. Such fragmentation not only is costly, it works against cohesiveness and maximizing results.

---

[1] Our national Center has many relevant resources covering these matters – see the list included at the end of this document in the section entitled: "Some Aids"

The tendency has been for reformers to focus on the symptom – fragmentation. As a result, the main prescription for improvement has been strategies to improve coordination. Better coordination is a good idea. But it doesn't address the problem that school-owned student supports are marginalized in policy and practice.

For the most part, community involvement at schools also remains a marginal concern. The trend toward fragmentation is compounded by most school-linked services' initiatives. This happens because such initiatives focus primarily on coordinating *community* services and *linking* them to or collocating them at schools, rather than integrating such services with the ongoing efforts of school staff.

The marginalized status and the associated fragmentation of efforts to address student problems are long-standing and ongoing. The situation is likely to go unchanged as long as educational reformers continue to ignore the need to restructure the work of student support professionals. Currently, most school improvement plans do not focus on using such staff to develop the type of comprehensive, multifaceted, and integrated approaches necessary to address the many overlapping barriers to learning and development.

Also mediating against developing school-wide approaches to address factors interfering with learning and teaching is the marginalized and flawed way in which these matters are handled in providing on-the-job education. Almost none of a teacher's inservice training focuses on improving classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems. Paraprofessionals, aides, and volunteers working in classrooms or with special school projects and services receive little or no formal training/supervision before or after they are assigned duties. And little or no attention is paid to inservice for student support staff. Fundamental changes in all this are needed

Key Steps

The Exhibit on the following page outlines key steps in establishing the type of support needed to enable learning at the school level in ways that can end the marginalization and fragmentation of student support (with comparable steps pursued at the District level.) As can be seen, the establishment of a resource-oriented mechanism is a major facet of the work.

This set of modules is designed to provide the content for stakeholder development related to establishing resource-oriented mechanisms to pursue learning support functions.

Steps in Establishing a Learning Support or Enabling Component at a School

At any site, key stakeholders and their leadership must understand and commit to restructuring; commitment must be reflected in policy statements and creation of an infrastructure that ensures the necessary leadership and resources.

Orientation and Creating Readiness

1) Build interest and consensus for developing the learning support (enabling) component
2) Introduce basic ideas to relevant groups of stakeholders
3) Establish a policy framework -- the leadership group at a school should make a policy commitment that adopts a comprehensive, multifaceted, and cohesive approach to enabling learning by addressing barriers to learning as a primary and essential component of school improvement
4) Identify a site leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out

Start-up and Phase-in: Building an Infrastructure and Putting it to Work

5) Establish and provide leadership training for a steering group and other change agents to guide component development
6) Formulate specific start-up and phase-in plans
7) Establish a site-based resource-oriented mechanism (e.g., a Resource Coordinating Team) and train those who staff it
8) Organize learning support activity into a delineated set of intervention arenas and develop standing work groups for each area to begin mapping and analyzing resources and formulating initial recommendations for enhancing intervention systems;
9) Refine school infrastructure so that learning supports (enabling) component is fully integrated with the instructional and management components
10) Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving
11) Attempt to fill program/service gaps and pursue economies of scale through outreach designed to establish formal collaborative linkages with other schools in the feeder pattern and with district-wide and community resources
12) Establish a system for quality improvement and evaluation of impact

Maintenance and Evolution: Toward Refinement, Increased Outcome Efficacy, and Creative Renewal

13) Plan for maintenance
14) Develop strategies for maintaining momentum and progress
15) Generate creative renewal

What Are We Talking About?

In talking about new directions for student support, we find different stakeholders often are talking about different matters, and this can produce controversies and conflict. So let's start off with the following as our initial frames of reference.

All students – Ultimately, we are talking about ensuring that every student has an equal opportunity to succeed at school.

Using resources appropriately – It is essential to use resources in ways that are effective. But effectiveness is not just a matter of achieving specific outcomes for a few youngsters. The appropriate aim in deploying resources in schools is to meet the needs of the many.

Evolving new directions – Meeting the needs of the many requires rethinking how resources should be used to provide learning supports and deploying resources in ways that evolve a comprehensive, multifaceted, and cohesive approach that addresses barriers to student learning and promotes healthy development.

Pursuing resource-oriented functions – Evolving new directions involves the ability to carry out a variety of resource-oriented *functions* in a proactive way. These include providing leadership, capacity building, and oversight for mapping what exists, analyzing current resource use, establishing priorities for program development, making recommendations for resource (re)deployment and enhancement to improve programs and systems, participating in decision making, and more.

Building a school-site infrastructure – Working on resource-oriented functions requires establishing and sustaining organizational and operational mechanisms that are linked into an effective and efficient *infrastructure* at the school site.

Building a feeder pattern infrastructure – After a school site infrastructure is functioning appropriately, it needs to be connected to other schools in a complex or feeder pattern (e.g., a family of schools) in order to maximize use of available resources and achieve economies of scale.

Rethinking the central office infrastructure – Then, infrastructure connections with a district's central office can be reworked to ensure that site-based and school cluster efforts are effectively nurtured.

School-community collaboratives – Ultimately, the emphasis on enhancing school and community connections leads to considerations of how school infrastructure mechanisms braid with community infrastructure mechanisms to establish effective, function-oriented school-community collaboratives.

Working together – For infrastructure mechanisms to be efficient and effective, stakeholders must work together with a dedicated task focus. Thus, not only are we talking about building and sustaining infrastructure, we are talking about working together to improve outcomes for all students.

About Working Together in Schools

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement, and evaluate.

> *Collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs.*

In working together, group members look for ways to improve communication, cooperation, coordination, and integration within and among programs. Through collaborative efforts, they seek to (a) enhance program availability, access, and management, (b) reduce waste stemming from fragmentation and redundancy, (c) redeploy the resources saved, and (d) improve program results.

For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that ensure they can be effective. This includes providing stakeholders with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

To be effective, collaborative mechanisms require careful planning and implementation to accomplish well-delineated functions and specific tasks and thoughtful, skillful, and focused facilitation. Without all this, collaborative efforts rarely can live up to the initial hope. Even when they begin with great enthusiasm, poorly facilitated working sessions quickly degenerate into another ho-hum meeting, more talk but little action, another burden, and a waste of time. This is particularly likely to happen when the emphasis is on the mandate to "collaborate," rather than on moving an important vision and mission forward through effectively working on carefully defined functions and tasks.

Module I

Resource-Oriented Mechanisms: Functions and Structure

Structure Follows Function

A School Resource-Oriented Mechanism for a Learning Support (Enabling) Component

Beyond the School

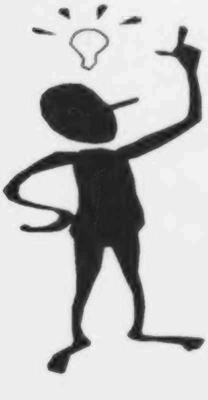
A School-Site Resource Coordinating Team

About Functions

Contrasting Resource-Oriented and Case-Oriented Teams

How Many Stakeholders are Needed to Form Such a Mechanism?

Who Should be Included?



The main objective of this module is to introduce the basics of resource-oriented mechanisms focused on learning supports and highlight the concept of a school-based Resource Coordinating Team. We stress the importance of understanding resource-oriented functions and then establishing a mechanism to carry out such functions effectively and efficiently.

A few orienting questions:

What is meant by the phrase *structure follows function*?

What are major resource-oriented functions relevant to learning support activity?

How do resource-oriented and case-oriented teams differ?

Structure Follows Function

As more and more emphasis is placed on committees, teams, collaborative bodies, and other groups that come together, there has been increasing concern about just going to meetings and not making any progress. One problem is that a fundamental organizational principle often is neglected. That principle states simply: *structure follows function.*

> *We are unlikely to create an effective infrastructure if we are not clear about the functions we want to accomplish.*

Efforts to effectively provide learning supports at a school involve (a) intervention-oriented functions and (b) resource-oriented functions. Moving in new directions adds functions specifically related to (c) systemic change.

For example:

- in responding to the needs of individuals students and families, the emphasis is on such *case-oriented intervention functions* as determining who needs what and how soon (triage), referrals to appropriate interventions, coordinating and managing interventions, monitoring progress and reassessing needs, and related activity;
- *resource-oriented functions* include mapping and analyzing how resources are being used and establishing priorities for how to deploy and redeploy resources to improve school outcomes;
- *systemic change functions* include how to create readiness for change, how to build stakeholder capacity for change, how to phase in changes, and how to sustain them.

A School Resource-Oriented Mechanism for a Learning Support (Enabling) Component

An effective infrastructure must be designed with all these functions in mind. Our focus in this module is on a key resource-oriented mechanism for school sites. By starting with a designated group that is responsible for resources, a school can develop a flexible and fluid infrastructure with the capacity to carry out functions and that can be sustained over time

At schools, obviously administrative leadership is key to ending the marginalization of efforts to address learning, behavior, and emotional problems. The other key is establishment of a mechanism that focuses on how resources are used at the school to address barriers to learning.

In some schools as much as 30 percent of the budget may be going to problem prevention and correction. Every school is expending resources to enable learning; few have a mechanism to ensure appropriate use of existing resources. Such a mechanism contributes to cost-efficacy of learning support activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner. It also provides another means for reducing marginalization.

Creating resource-oriented mechanisms is essential for braiding together school and community resources and encouraging intervention activity to function in an increasingly cohesive way. When such mechanisms are created in the form of a "team," they also are a vehicle for building working relationships and can play a role in solving turf and operational problems.

One primary and essential function undertaken by a resource-oriented mechanism is identifying existing school and community programs and services that provide supports for students, families, and staff. This early stage of resource mapping provides a basis for a "gap" assessment. (Given surveys of the unmet needs of and desired outcomes for students, their families, and school staff, what's missing?). Analyses of what is available, effective, and needed provide an essential basis for formulating priorities. Clear priorities allow for strategic development of ways to fill critical gaps and enhancing cost-effectiveness (e.g., by enhanced use of existing resources through linkages with other schools and district sites and with the community).

Beyond the School

In a similar fashion, a resource-oriented team for a cluster or family of schools (e.g., a high school and its feeder schools) and a team at the district level provide mechanisms for analyses on a larger scale. This can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale. (More on this in the following modules.)

> *For those concerned with school reform, resource-oriented mechanisms are a key facet of efforts to transform and restructure school support programs and services to ensure that all students have ane equal opportunity to succeed at school.*

A School-Site Resource Coordinating Team

We call the school level resource-oriented mechanism a *Resource Coordinating Team.*

Properly constituted, such a team provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

Creation of a school-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. As discussed below, such a resource-oriented team differs from case-oriented teams. The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used school-wide and for the many, not just the few.

About Functions

Resource-oriented teams are to help

- improve coordination and efficacy by ensuring

  >basic systems are in place and effective (not only for referral, triage, case management, but for ensuring learning support is enhanced in classrooms and for addressing school-wide problems)

  >programs are profiled, written up, and circulated to enhance visibility and access

  >resources are shared equitably for expanded impact

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach

- evolve a site's education support activity infrastructure by assisting in the creation of program work groups as hubs for such activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Programs and Resources."

(b) how someone gains access to available resources – The team can circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

(d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Contrasting Resource-Oriented and Case-Oriented Teams

When we mention a Resource Coordinating Team, some school staff quickly respond: *We already have one!* When we explore this with them, we usually find what they have is a *case-oriented team* – that is, a team that focuses on individual students who are having problems. Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.

To help clarify the difference between resource and case-oriented teams, we contrast the functions of each as follows:

A Case-Oriented Team	***A Resource-Oriented Team***
Focuses on specific *individuals* and discrete *services* to address barriers to learning	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development
Sometimes called:	Possibly called:
• Child Study Team • Student Study Team • Student Success Team • Student Assistance Team • Teacher Assistance Team • IEP Team	• Resource Coordinating Team • Resource Coordinating Council • School Support Team • Learning Support Team
EXAMPLES OF FUNCTIONS:	EXAMPLES OF FUNCTIONS:
>triage *>referral* *>case monitoring/management* *>case progress review* *>case reassessment*	*>mapping resources* *>analyzing resources* *>enhancing resources* *>program and system planning/ development – including emphasis on establishing a full continuum of intervention* *>redeploying resources* *>coordinating-integrating resources* *>social "marketing"*

Two metaphors help differentiate the two types of mechanisms and the importance of both sets of functions.

A *case-orientation* fits the *starfish* metaphor.

> The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said: *It's no use your doing that, there are too many, You're not going to make any difference.*
>
> The boy looked at him in surprise, then bent over, picked up another starfish, threw it in, and then replied: *It made a difference to that one!*

This metaphor, of course, reflects all the important efforts to assist specific students.

The *resource-oriented* focus is captured by a different metaphor.

> In a small town, one weekend a group of school staff went fishing together down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river. Soon every one was diving in and dragging children to the shore and then jumping back in to save as many as they could. In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.
>
> At that moment, their colleague came back. They turned on her and angrily shouted: *How could you walk off when we needed everyone here to save the children?*
>
> She replied: *It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old bridge had several planks missing, and when children tried to jump over the gap, they couldn't make it and fell through into the river. So I got some folks to help fix the bridge.*

Fixing and building better bridges is a good way to think about prevention, and it helps underscore the importance of taking time to improve and enhance resources, programs, and systems.

A resource-oriented team exemplifies the type of mechanism needed for overall cohesion of school support programs and systems. As indicated, its focus is not on specific individuals, but on how resources are used.

Recapping: What a resource-oriented mechanism does

In pursuing its functions, the team provides what often is a missing link for managing and enhancing programs and systems in ways that integrate and strengthen interventions. For example, such a mechanism can be used to (a) map and analyze activity and resources to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance systems, (c) enhance procedures for management of programs and information and for communication among school staff and with the home, and (d) explore ways to redeploy and enhance resources – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community.

Minimally, a resource-oriented team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can coordinate resources, enhance commun-ication among school staff and with the home about available assistance and referral processes, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel in evolving the school's vision for learning support.

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to do resource-oriented functions. In adding the resource-oriented functions to another team's work, great care must be taken to structure the agenda so sufficient time is devoted to the new tasks. For small schools, a large team often is not feasible, but a two person team can still do the job.

How Many Stakeholders Are Needed to Form Such a Mechanism?

It is conceivable that one person could start the process of understanding the fundamental resource-oriented functions and delineating an infrastructure to carry them out. It is better, however, if several stakeholders put their heads together.

Who Should be Included?

A resource-oriented mechanism is meant to focus on resources related to all major learning support programs. It brings together representatives of all these programs. This might include school counselors, psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with schools. Beyond these "service" providers, such a team is well-advised to add the energies and expertise of administrators, regular classroom teachers, non-certificated staff, parents, and older students.

Properly constituted, trained, and supported, a resource-oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and teaching. Having at least one representative from the resource team on the school's governing and planning bodies ensures the type of infrastructure connections that are essential if programs and services are to be maintained, improved, and increasingly integrated with classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative decision making related to allocation of budget, space, staff development time, and other resources.

See the Exhibit on the following page for a one-page fact sheet describing a Resource Coordinating Team.

Exhibit

WHAT IS A RESOURCE COORDINATING TEAM?

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Resource Coordinating Team* is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Resource Coordinating Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- Mapping resources at school and in the community
- Analyzing resources
- Identifying the most pressing program development needs at the school
- Coordinating and integrating school resources & connecting with community resources
- Establishing priorities for strengthening programs and developing new ones
- Planning and facilitating ways to strengthen and develop new programs and systems
- Recommending how resources should be deployed and redeployed
- Developing strategies for enhancing resources
- "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on a Resource Coordinating Team?

A Resource Coordinating Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- Principal or assistant principal
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate the RCT with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Resource Coordinating *Council* formed for the feeder pattern of schools.

References:

Adelman, H.S. (1993). School-linked mental health interventions: Toward mechanisms for service coordination and integration. *Journal of Community Psychology, 21*, 309-319.

Center for Mental Health in Schools (2001). *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.* Los Angeles: Author at UCLA.

Center for Mental Health in Schools (2002). *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning.* Los Angeles: Author at UCLA.

Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). Upgrading school support programs through collaboration: Resource Coordinating Teams. *Social Work in Education, 17*, 117-124.

GROUP ACTIVITY

Discuss how you would convey to others the importance of establishing a Resource Coordinating Team at a school.

- What would you say?
- How would you present the idea so that it was understood and accepted by different stakeholders?

Module II

How to Start

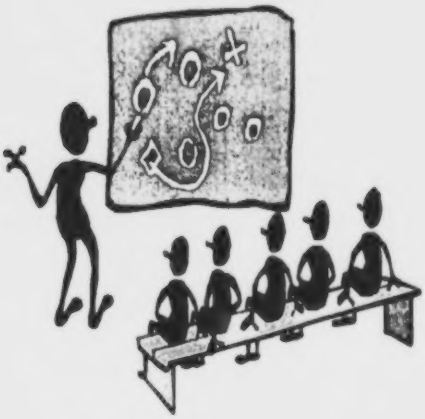
Who will Facilitate the Process?

About Creating Readiness

Some Initial Steps in Establishing a Resource Coordinating Team

Building Team Capacity

The objective of this module is to clarify major considerations related to initiating a resource-oriented mechanism at a school. It stresses that the process is one of systemic change.



As you pursue this module, it will help you think about matters such as:

Who will facilitate the processes described?

What's needed in terms of leadership and support?

What's are the initial steps in establishing a Resource Coordinating Team?

What should be the initial focus in building team capacity?

Establishing a resource-oriented team in schools represents a major systemic change. The danger in creating new mechanisms is that they can become just another task, another meeting – busy work. Infrastructure must be designed in keeping with the major functions to be carried out, and all functions must be carried out in the service of a vital vision for improving outcomes for all students. Resource-oriented mechanisms are valuable only if they are driven by and help advance an important vision. Leaders and facilitators must be able to instill that vision in team members and help them sustain it.

Successful systemic change requires considerable attention to creating readiness and building the capacity for initial implementation. After introducing the concept of a learning support or enabling component, it is easy to get lost in a morass of details when caught up in the daily tasks of making major systemic changes. This module covers topics and contains some tools that have been found helpful in efforts to provide guidance and support for those involved in establishing innovations at schools. As you use the material, you may find it helpful periodically to review the points covered below so that you can keep the big picture in perspective and maintain a sense of some of the most basic considerations.

Who Will Facilitate the Process?

Someone needs to be designated to facilitate the process of establishing a resource-oriented team at a school. Because the process involves significant organizational change, the individual chosen has to have the full support of the administration and the skills of a change agent. We characterize such an individual as an *organization facilitator*.*

An organization facilitator is a catalyst and manager of change. As such, s/he strives to ensure that changes are true to the design for improvement and adapted to fit the local culture. The facilitator also must be an effective problem solver – responding quickly as problems arise and designing proactive strategies to counter anticipated barriers to change, such as negative reactions and dynamics, common factors interfering with working relationships, and system deficiencies. All this must be accomplished in ways that enhance readiness and commitment to change, empowerment, a sense of community.

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*See Center for Mental Health in Schools (2001). *Organization Facilitators: A Change Agent for Systemic School and Community Changes.*

Concept of an Organization Facilitator

Our discussion here focuses on organization facilitators as a change agent for one school. However, such an individual might rotate among a group of schools. And, in large school districts, a cadre of such professionals might be used to facilitate change across an entire district.

Regardless of the nature and scope of the work, an organization facilitator's core functions require an individual whose background and training have prepared her/him to understand

- *the specific systemic changes (content and processes) to be accomplished* (In this respect, a facilitator must have an assimilated understanding of the fundamental concerns underlying the need for change.)

- *how to work with a site's stakeholders as they restructure their programs* (e.g., how to be an effective agent of change).

The main work revolves around planning and facilitating:

- infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting

- stakeholder development (coaching -- with an emphasis on creating readiness both in terms of motivation and skills; team building; providing technical assistance)

- communication (visibility), resource mapping, analyses, coordination, and integration

- formative evaluation and rapid problem solving

- ongoing support

Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the resource-oriented mechanism is to operate successfully.

For more see the Exhibit on the following pages.

Exhibit

Examples of Activity for an Organization Facilitator

1. Infrastructure tasks

(a) Works with school governing bodies to further clarify and negotiate agreements about

- policy changes
- participating personnel (including administrators authorized to take the lead for the systemic changes)
- time, space, and budget commitments

(b) Helps leaders identify and prepare members for a group to steer the process

(c) Helps leaders identify members for the resource-oriented team

2. Stakeholder development

(a) Provides general orientations for governing and planning bodies

(b) Provides basic capacity building for resource-oriented team

(c) Ongoing coaching of team members (about purposes, processes)

> Examples: At a team's first meeting, the organization facilitator offers to provide a brief orientation presentation (including handouts) and helps teams establish processes for daily interaction and periodic meetings. During the next few meetings, coaching might help with mapping and analyzing resources.

(d) Works with leaders to ensure presentations and written information about changes are provided to the entire staff and other stakeholders

3. Communication (visibility), coordination, and integration

(a) Determines if info on new directions (including leadership and team functions and membership) and about resources has been written-up and circulated. If not, facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(b) Determines if leaders and team members are effectively handling priority tasks. If not, the facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(cont.)

Exhibit (cont.)

Examples of Activity for an Organization Facilitator

(c) Determines if the following have been accomplished (and if not, takes appropriate steps)

- mapping of current activity and resources related to learning supports
- analyses of activity and resources to determine
  > how well they are meeting needs and how well coordinated/integrated they are (with special emphasis on maximizing cost-effectiveness and minimizing redundancy)
  > what learning supports need to be improved (or eliminated)
  > what is missing, its level of priority, and how and when to develop it
- info has been written-up and circulated about all resources and plans for change

(d) Determines the adequacy of efforts made to enhance communication to and among stakeholders and, if more is needed, facilitates improvements

(e) Determines if systems are in place to identify problems related to functioning of the infrastructure and communication systems. If there are problems, determines why and helps address any systemic breakdowns

(f) Checks on visibility of reforms and if the efforts are not visible, determines why and helps rectify

4. Formative Evaluation and Rapid Problem Solving

(a) Works with leaders and team members to develop procedures for formative evaluation and processes that ensure rapid problem solving

(b) Checks regularly to be certain that learning supports are enabling student learning and that there is rapid problem solving. If the data are not promising, helps school leaders to make appropriate modifications.

5. Ongoing Support

(a) Offers ongoing coaching on an "on-call" basis

For example: informs team members about ideas developed by others or provides expertise related to a specific topic they plan to discuss.

(b) At appropriate points in time, asks for part of a meeting to see how things are going and (if necessary) to explore ways to improve the process

(c) At appropriate times, asks whether participants have dealt with longer-range planning, and if they haven't, determines what help they need

(d) Helps participants identify sources for continuing development/education

##

Using an Organization Facilitator to Establish and Coach a Resource Coordinating Team

The following example from one school may help clarify some of the above points.

At First Street School, the Organization Facilitator's first step was to ensure the site leadership was sufficiently committed to restructuring learning support programs and services. The commitment was made public by the site's governance body adopting the enabling component concept and by formally agreeing to the role the Organization Facilitator would play in helping staff implement reforms.

The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a Resource Coordinating Team consisting of the school's pupil service personnel, the administrative leader, a staff lead, and several teachers. With the Organization Facilitator acting as coach, the team began by mapping and analyzing all school resources being used to address barriers to student learning.

By clustering existing activities into the six arenas of intervention designated for an enabling component, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill learning support gaps.

As one facet of the school's community outreach, the Organization Facilitator coached the Resource Coordinating Team on how to bring community resources to the site in ways that do not displace essential school resources. This focus was on integrating community resources into the enabling component. That is, the team outreached specifically to those community resources that could either fill a significant gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the Resource Coordinating Team.

##

About Creating Readiness

If efforts to restructure schools are to result in substantive and sustainable changes, particular attention must be paid to ensuring effective leadership and ongoing support Talking about change has rarely been a problem for educational leaders and change agents. Problems arise when they try to introduce change into specific locales and settings. It is then that they encounter the difficulties inherent in building consensus and mobilizing others to develop and maintain the substance of new prototypes.

In effect, leaders and change agents have a triple burden as they attempt to improve schools.

- They must ensure that substantive change is on the policy agenda.
- They must build consensus for change.
- They must facilitate effective implementation (e.g., establish, maintain, and enhance productive changes).

Creating readiness for systemic changes involves strategic interventions to ensure:

- strong policy support
- administrative and stakeholder buy-in and support
- long-range strategic and immediate action planning
- daily formal leadership from highly motivated administrative and supervisory staff and key union representatives
- daily informal leadership from highly motivated line staff
- ongoing involvement of leadership from outside the system
- establishment of change agent mechanisms to facilitate systemic changes
- careful development of mechanisms for planning, implementation, and improvement of new approaches
- mobilization of a critical mass of stakeholders
- capacity building designed to ensure all involved can perform effectively
- protection for those who are assuming new roles and new ways of working
- using all supportive data that can be gathered (e.g., benchmarks for all progress)

A thread running through all this is the need to stimulate increasing interest or *motivational readiness* among stakeholders.

Motivational Readiness

To clarify the point:

> In education a new idea or practice almost always finds a receptive audience among a small group. Many more, however, are politely unresponsive and reluctant to change things, and some are actively resistant. Successful change at any level of education restructuring requires the committed involvement of a critical mass of stakeholders. Thus, leaders often are confronted with the task of enhancing the motivational readiness for change of a significant proportion of those who appear reluctant and resistant.

This raises the question: What mobilizes individual initiative?

The answer requires an understanding of what is likely to affect a person's positive and negative motivation related to intended changes in process, content, and outcomes. Particular attention to the following ideas seems warranted:

- **Optimal functioning requires motivational readiness.** Readiness is not viewed in the old sense of waiting until a person is interested. Rather, it is understood in the contemporary sense of designing interventions to maximize the likelihood that processes, content, and outcomes are perceived as vivid, valued, and attainable.

- **Good strategies not only aim at increasing motivation but also avoid practices that decrease motivation.** Care must be taken, for example, not to overrely on extrinsics to entice and reward because to do so may decrease intrinsic motivation; excessive monitoring or pressure can produce avoidance motivation.

- **Motivation is a process and an outcome concern.** In terms of outcomes, for example, strategies should be designed to maintain, enhance, and expand intrinsic motivation so that individuals will come to "own" new practices.

- **Increasing intrinsic motivation involves affecting a person's thoughts, feelings, and decisions.** The intent is to use procedures that can reduce negative feelings, thoughts, and coping strategies and increase positive ones related to relevant outcomes, processes, and content. With respect to negative attitudes, this means identifying and minimizing experiences that maintain or may increase avoidance motivation.

Readiness is about . . . *Matching Motivation and Capabilities*

Success of efforts to establish effective use of learning support resources depends on stakeholders' motivation and capability. Substantive change is most likely when high levels of positive energy can be mobilized and appropriately directed over extended periods of time. Among the most fundamental errors related to systemic change is the tendency to set actions into motion without taking sufficient time to lay the foundation. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for strategies that establish and maintain an effective match with their motivation and capability.

The initial focus is on communicating essential information to key stakeholders using strategies that help them understand that the benefits of change will outweigh the costs and are more worthwhile than the status quo. The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment). Sufficient time *must* be spent creating motivational readiness of key stakeholders and building their capacity and skills.

And readiness is an everyday concern.

All changes require constant care and feeding. Those who steer the process must be motivated and competent, not just initially but over time. The complexity of systemic change requires close monitoring of mechanisms and immediate follow up to address problems. In particular, it means providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. To these ends, adequate resource support must be provided (time, space, materials, equipment) and opportunities must be available for increasing ability and generating a sense of renewed mission. Personnel turnover must be addressed by welcoming and orienting new members.

A note of caution. In marketing new ideas, it is tempting to accentuate their promising attributes and minimize complications. For instance, in negotiating agreements, school policy makers frequently are asked simply to sign a memorandum of understanding, rather than involving them in processes that lead to a comprehensive, informed commitment. Sometimes they agree mainly to obtain extra resources; sometimes they are motivated by a desire to be seen by constituents as doing *something* to improve the school. This can lead to premature implementation, resulting in the form rather than the substance of change.

Readiness also Involves Maintaining Motivation

For motivated persons, readiness interventions focus on ways to maintain and possibly enhance intrinsic motivation. This involves ensuring their involvement continues to produce mostly positive feelings and a minimum of negative side effects.

At times, all that may be necessary is to help clear the way of external hurdles. At other times, maintaining motivation requires leading, guiding, stimulating, clarifying, and supporting. Efforts to maintain motivation build on processes used initially for mobilization. In both instances, activity is conceived in terms of nine comprehensive process objectives. These underscore that strategies to facilitate change should be designed to

- establish and maintain an appropriate working relationship (e.g., through creating a sense of trust, open communication, providing support and direction as required)
- clarify the purpose of activities and procedures, especially those intended to help correct specific problems
- clarify why procedures should be effective
- clarify the nature and purpose of evaluative measures
- build on previous capabilities and interests
- present outcomes, processes, and content in ways that structure attending to the most relevant features (e.g., modeling, cueing)
- guide motivated practice (e.g., suggesting and providing opportunities for meaningful applications and clarifying ways to organize practice)
- provide continuous information to ensure awareness of accomplishments
- provide opportunities for continued application and generalization (e.g., ending the process by addressing ways in which individuals can pursue additional, self-directed accomplishments in the area and/or can arrange for additional support and direction).

Some Initial Steps in Establishing a Resource Coordinating Team

When the focus is on establishing teams throughout a district, it is wise to begin with sites that manifest the highest levels of motivational readiness.

Step 1 After initial presentations have been made to potential school sites, elicit responses regarding possible interest (e.g., highly interested and ready to go, highly interested but with a few barriers that must be surmounted, moderately interested, not interested).

Follow-up on Initial Interest – Begin discussions with those sites that are highly interested in proceeding.

Clarify

- what process will be used to produce the desired changes
- what resources will be brought in to help make changes
- what the site must be willing to provide and do

Step 2 At the end of the discussions, there should be a written mutual agreement covering matters such as

>long-term goals and immediate objectives (e.g., site policy commitment to developing and sustaining a comprehensive approach to addressing barriers to learning; willingness to assign an administrative leader; agreement to develop a resource coordinating team; readiness to map, analyze, and redeploy resources)

>times to be made available for working with the change agent and for staff to work together on the restructuring

>personnel who will assume leadership (e.g., site leader and key staff)

>access to other resources (e.g., space, phone, photocopier)

>access for staff development (e.g., agreement to devote a significant amount of staff development time to the process -- time with teachers, pupil personnel staff, program coordinators, noncredentialled staff)

Step3 Meet with key individuals at the site to discuss their role and functions as leaders for the intended systemic changes (e.g., meet with the site administrative leader who has been designated for this role; meet with each person who will initially be part of a Resource Coordinating Team)

Clarify roles and functions – discuss plans, how to most effectively use time and other resources effectively.

Before having the first team meeting, work with individuals to clarify specific roles and functions for making the group effective (e.g., Who will be the meeting facilitator? time keeper? record keeper?). Provide whatever training is needed to ensure that these groups are ready and able to work productively.

Step 4 Arrange first group meetings

It may take several meetings before a group functions well. The change agent's job is to help them coalesce into a working group. After this, the task is to help them expand the group gradually.

The group's first substantive tasks is to map learning support resources at the site (programs, services, "who's who," schedules – don't forget recreation and enrichment activities such as those brought to or linked with the school). The mapping should also clarify the systems used to ensure that staff, parents, and students learn about and gain access to these resources. The group should plan to update all of above as changes are made

Mapping is followed by an analysis of what's worth maintaining and what should be shelved so that resources can be redeployed. Then, the focus shifts to planning to enhance and expand in ways that better address barriers to learning and promote healthy development. ("What don't we have that we need? Do we have people/programs that could be more effective if used in other ways? Do we have too much in one area, not enough in others? major gaps?")

> (In doing mapping and analysis, the Center surveys focusing on six clusters of enabling activity can be a major aid -- see *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs* – download at http://smhp.psych.ucla.edu)

Step 5 Initial Focus in Enhancing New Activity at a School Site

In the first stages of restructuring, advise the site to begin by focusing on activities with a fast pay off.

As sites and their Resource Coordination Teams work to improve things, it helps if the focus initially is on doing some highly visible things that can payoff quickly. Such products generate a sense that system improvement is feasible and allows an early sense of accomplishment. It also can generate some excitement and increase the commitment and involvement of others.

Examples of such activities are:

- Establishment of a "Support for Transition" program for new students and families (e.g., welcoming and social support programs such as trained Student Peer Buddies to welcome and act as part of a social support system for new students in every classroom, trained Parent Peer Buddies to welcome and act as part of a social support system for new parents; training for volunteers who staff a welcoming table in the front office; training and support for office staff so that they can play a constructive role with newcomers; development of welcoming and orientation materials in all relevant languages)
- Development of a program for recruiting, screening, training, and nurturing volunteers to work with targeted students in classrooms or to become mentors and advocates for students in need
- Provide teachers with staff development not only with respect to requesting special services for a few but to enhance their capacity to use prereferral interventions effectively to address the needs of the many

Step 6 Help publicize and encourage appreciation for new approaches at the site

- Every means feasible (e.g., handouts, charts, newsletters, bulletin boards) should be used to make the activity visible and keep all stakeholders informed and involved. For example, as soon as resources are mapped, information about what is available and how to access it should be circulated to staff, parents, and students.
- Demonstrate Impact and Get Credit for All that is Accomplished – Specify process benchmarks and some outcome indicators

- Don't forget to gather some baseline data on attendance, tardies, suspensions, and timeouts. Also, survey teachers regarding the school's efforts to address barriers to learning and enhance healthy development (e.g., ratings of knowledge and satisfaction with programs and services).

In the short run, the task is to help the site staff organize their record keeping to ensure they get credit for progress. These data are important when it comes time to make the case with site based decision makers that the restructuring is worth the time, effort, and money. (Minimally, someone needs to keep a "log" to show all the activities carried out, all the changes and improvements that have been made, and to have a record of a representative set of anecdotes describing teacher/family/student success stories.)

Step 7 Refining the team's infrastructure (e.g., creating work groups) and connecting it with the schools infrastructure for instruction and governance.

We will focus on all this in Module IV.

The nice part about developing sites sequentially is that those already developed can serve as mentor sites.

Enhance and Celebrate!

Make every accomplishment highly visible; show people the progress.

Build a strong public perception of changes and their benefits.

What's New! What's Coming!

And celebrate the accomplishments. People work hard to improve outcomes for students, and they need to know that what they did was appreciated for its importance and value.

The Exhibits on the following two pages list:

- **Examples of a Resource Coordinating Team's Initial and Ongoing Tasks**
- **A General Outline for the Team Meeting Format**
- **A Checklist Related to Establishing Resource-Oriented Teams and Work Groups**

Exhibit

Examples of Resource Coordinating Team's Initial and Ongoing Tasks

- Orientation for representatives to introduce each to the other and provide further clarity of Team's purposes and processes
- Review membership to determine if any group or major program is not represented; take steps to assure proper representation
- Share information regarding what exists at the site (especially systems and programs for promoting healthy development and preventing problems, intervening early after the onset of problems, and addressing the needs of students with severe and pervasive problems)
- Share information about other resources at schools in the feeder pattern and in the immediate community and district-wide
- Analyze information on resources to identify important needs at the site
- Establish priorities for efforts to enhance resources and systems
- Formulate plans for pursuing priorities
- Discussion of proposals for coordinating and sharing resources across the feeder pattern (to be presented to Complex Resource Coordinating Council – see Module VI)
- Discussion of staff (and other stakeholder) development activity
- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General Outline for the Team Meeting Format

- Updating on and introduction of team members
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments
- Ideas for next agenda

Exhibit

Checklist Related to Establishing Resource-Oriented Teams and Work Groups

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every staff member is encouraged to participate on some group to improve students' classroom functioning and can choose to work on matters of specific professional interest.

3. ___ Teams and work groups include key stakeholders (current resource staff, special project staff, teachers, site administrators, parents, older students, others from the community, including representatives of school-linked community services).

4. ___ The size of a team or work group reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained groups can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work. All are committed to the group's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because several groups will require the expertise of the same personnel, some individuals necessarily will be part of more than one group.)

6. ___ Each team and work group has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Each team and work group has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Teams and work groups should use advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Building Team Capacity

To be effective in working with another person (e.g., colleagues, students, parents), you need to build a positive relationship around the *tasks* at hand. Necessary ingredients in building a working relationship are:

- minimizing negative prejudgments about those with whom you work
- taking time to make connections
- identifying what will be gained from the collaboration in terms of mutually desired outcomes – to clarify the value of working together
- enhancing expectations that the working relationship will be productive – important here is establishing credibility with each other
- establishing a structure that provides support and guidance to aid task focus
- periodic reminders of the positive outcomes for students, staff, families, school, and community that have resulted from working together
- ensuring newcomers are welcomed into the process and are brought up-to-date in ways that don't delay ongoing efforts (e.g., through use of orienting materials – including use of technology as feasible).

All of this, of course, assumes that adequate funds are allocated for capacity building related to both accomplishing desired systemic changes and enhancing intervention quality over time.

On the following pages are some points about planning and facilitating effective team meetings.

Planning and Facilitating Effective Meetings

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action.
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, and desired outcomes. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow-up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan ahead.

Some Group Dynamics to Anticipate

- *Hidden Agendas* – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged.When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be handled through brainstorming or by bringing in someone with new ideas. To deal with conflicts that arise over process, content, and power relationships, employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- *Ain't It Awful!* – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

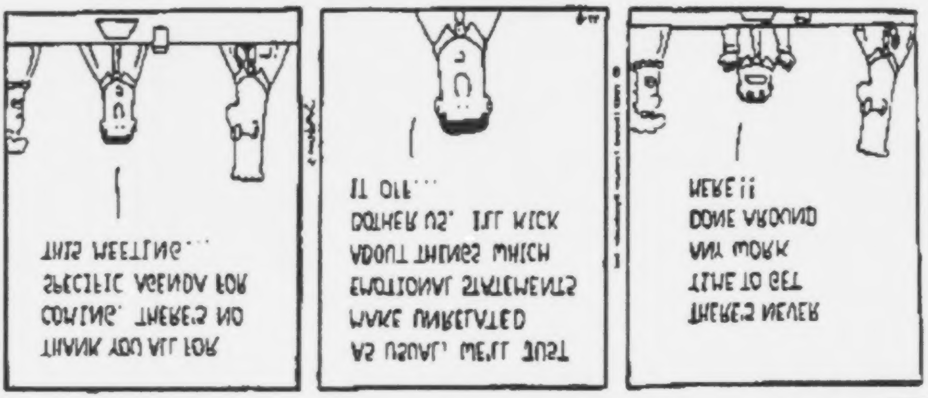
Making Meetings Work

A good meeting is task focused and ensures that tasks are accomplished in ways that:

>are efficient and effective
>reflect common concerns and priorities
>are implemented in an open, noncritical, nonthreatening manner
>turn complaints into problems that are analyzed in ways that lead to plans for practical solutions
>feel productive (produces a sense of accomplishment and of appreciation)

About Building Relationships and Communicating Effectively

- convey empathy and warmth (e.g., this involves working to understand and appreciate what others are thinking and feeling and transmitting a sense of liking them)
- convey genuine regard and respect (e.g., this involves transmitting real interest and interacting in ways that enable others to maintain a feeling of integrity and personal control)
- talk with, not at, others – active listening and dialogue (e.g., this involves being a good listener, not being judgmental, not prying, and being willing to share experiences as appropriate)


THANK YOU ALL FOR COMING. THERE'S NO SPECIFIC AGENDA FOR THIS MEETING...
AS USUAL, WE'LL JUST MAKE UNRELATED EMOTIONAL STATEMENTS ABOUT THINGS WHICH BOTHER US. I'LL KICK IT OFF...
THERE'S NEVER TIME TO GET ANY WORK DONE AROUND HERE!!

"*Another* meeting? There goes the last lunch break I could have taken this school year"

BEST COPY AVAILABLE

GROUP ACTIVITY

- Make a list of first steps in getting started at a school
- Turn the list into an action plan by
  - >formulating the step as an objective
  - >indicating who should be involved in carrying it out
  - >specifying a timeline for achieving the objective
  - >identifying who would monitor progress and help overcome barriers
- Discuss any problems you anticipate at this point and explore ways they might be addressed

Module III

Initial Resource Mapping and Analyses

Mapping & Analyses of Learning Supports

Mapping in Stages

Improving Existing Interventions and Filling Gaps

School-Focused Mapping

Mapping of Key Resource Staff at a School

The main objective of this module is clarify that mapping and managing resources is essential to making sound decisions about how resources should be deployed and redeployed with specific respect to addressing barriers to learning and teaching.

A few orienting questions:

What is meant by the term *mapping resources*?

Why is it important to map learning support resources at the school?

Why do mapping in stages?

Schools have a variety of programs and services to address barriers and promote development. These range from Title I programs, through extra help for low performing students, to accommodations for special education students. It has been speculated that, when the various sources of support are totaled in schools, the personnel and programs to support learning account for about 30% of the resources at a school. However, because school leaders have been so focused on instruction, essential efforts to support learning are marginalized, and resources are deployed in a fragmented and often wasteful and ineffective manner. The result of the marginalization is that school improvement efforts continue to pay little attention to the need for and potential impact of rethinking how these resources can be used to enable student learning by doing more to address barriers.

Whatever the actual percentage, the fact is that in too many locales the resources to support learning are being expended in rather ad hoc, piecemeal, and fragmented ways. This is why mapping, analyzing, and (re)deploying resources are such important functions for resource-oriented mechanisms to pursue.

How can a school improve its impact in addressing barriers to student learning?

It can begin by (a) taking stock of the resources already being expended and (b) considering how these valuable resources can be used to the greatest effect. These matters involve a variety of functions and tasks we discuss as *mapping and managing resources.*

About Mapping and Managing Learning Support Resources

Carrying out the functions and tasks related to mapping and managing resources is, in effect, an intervention for systemic change. For example:

- A focus on these matters highlights the reality that the school's current infrastructure probably requires some revamping to ensure a resource-oriented mechanism focusing on resources is in place and functioning well.

- By identifying and analyzing existing resources (e.g., personnel, programs, services, facilities, budgeted dollars, social capital), awareness is heightened of their value and potential for playing a major role in helping students engage and re-engage in learning at school.

- Analyses also lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with well-conceived priorities.

- The products of mapping activities can be invaluable for "social marketing" efforts designed to show teachers, parents, and other community stakeholders all that the school is doing to address barriers to learning and promote healthy development.

Enhanced appreciation of the importance of resource mapping and management may lead to a desire to accomplish the work quickly. Generally speaking, it is not feasible to do so because mapping usually is best done in stages and requires constant updating. Thus, most schools will find it convenient to do the easiest forms of mapping first and, then, build the capacity to do in-depth mapping over a period of months. Similarly, initial analyses and management of resources will focus mostly on enhancing understanding of what exists and coordination of resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and braiding resources to enhance cost-effectiveness, and fill programmatic gaps.

In schools and community agencies, there is redundancy stemming from ill-conceived policies and lack of coordination. These facts do not translate into evidence that there are pools of unneeded personnel and programs; they simply suggest there are resources that can be used in different ways to address unmet needs.

Mapping & Analyses of Learning Supports

Given that additional funding is hard to come by with respect to developing comprehensive, multifaceted approaches for addressing barriers to student learning, redeployment of resources must be a primary answer to the ubiquitous question:

Where will we find the funds?

For this and other reasons, a primary and essential task in improving the current state of affairs is that of enumerating school and community programs and services that are in place to support students, families, and staff. Analyses of what is available, effective, and needed, provides a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and to enhance use of existing resources. Such analyses can also guide efforts to improve cost-effectiveness.

A comprehensive form of "needs assessment" is generated as resource mapping is paired with surveys of the unmet needs of students, families, and school staff.

In a similar fashion, mapping and analyses of a family, of schools (e.g., a high school and its feeders) provides a mechanism for analyses that can lead to strategies for cooperation and integration to enhance intervention effectiveness and to garner economies of scale.

One of the first tasks of a *Resource Coordinating Team* is to map the resources used at the school to address barriers to learning. Then, the team analyzes how well the resources are being used.

- How well are the various activities coordinated/integrated?
- Which activities need to be improved (or eliminated)?
- What is missing – especially any activity that seems as important or even more important than those in operation.

Concerns arise about redundancy, effectiveness, and priorities. The immediate challenge is to move from piecemeal approaches by coordinating and integrating existing activity (including curricula designed to foster positive social, emotional, and physical development). Resources must be redeployed from poorly conceived activities to enhance the potency of well-conceived programs and to fill gaps in the continuum of interventions.

Concerns also arise about how students receive special assistance. Renewed efforts are made to ensure there are effective referral and review procedures. Greater emphasis is placed on ensuring there are programs in place that students can enter easily and quickly after referral (such as support groups, peer counseling, social skills training, recreation, and enrichment), thereby reducing the waiting list for limited intensive services (such as assessment and counseling).

Subsequent challenges are to evolve existing programs so they are more effective and then to enhance resources as needed (e.g., by working with neighboring schools, community resources, volunteers, professionals-in-training, and family engagement). As resources are enhanced, these challenges encompass solving problems related to sharing space and information, building working relationships, adjusting job descriptions, allocating time, and modifying policies. Maintaining the involvement of key administrators is essential in all this. Adding new partners to the team also is essential if the newcomers are to understand the schools comprehensive, multifaceted approach and how to connect their pieces in a cohesive way.

Mapping in Stages

Mapping is an essential step in coordinating and enhancing use of resources. It is important to complete the process as quickly as feasible. However, because mapping is time consuming and some forms are complex, it probably will be done in stages over time.

- First, map ***"Who's Who" and what they do*** (including any representatives from community agencies who come to the school).
- Second, make a ***list of programs, activities, services***, etc. You may start with a "laundry list," but as soon as feasible, organize what is going on into areas (see appendix for examples of survey aids and area summary sheets).
- Move on to ***map the dollars and related resources*** (e.g., facilities, equipment) currently allocated for addressing barriers to learning and promoting healthy development.
- Then, ***collate the various policies*** that are relevant to the endeavor.

At each stage:

- *Establish a computer file and in the later stages create spread sheet formats*
- *Use summaries for "social marketing"*

About Resource Mapping and Management

A. Why mapping resources is so important.

- To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness.

B. Why mapping both school *and* community resources is so important.

- Schools and communities share
  - goals and problems with respect to children, youth, and families
  - the need to develop cost-effective systems, programs, and services to meet the goals and address the problems.
  - accountability pressures related to improving outcomes
  - the opportunity to improve effectiveness by coordinating and eventually integrating resources to develop a full continuum of systemic interventions

C. What are resources?

- Programs, services, real estate, equipment, money, social capital, leadership, infrastructure mechanisms, and more

D. What do we mean by mapping and who does it?

- A representative group of informed stakeholders is asked to undertake the process of identifying
  - what currently is available to achieve goals and address problems
  - what else is needed to achieve goals and address problems

E. What does this process lead to?

- Analyses to clarify gaps and recommend priorities for filling gaps related to programs and services and deploying, redeploying, and enhancing resources
- Identifying needs for making infrastructure and systemic improvements and changes
- Clarifying opportunities for achieving important functions by forming and enhancing collaborative arrangements
- Social Marketing

F. How to do resource mapping

- Do it in stages (start simple and build over time)
  - a first step is to clarify people/agencies who carry out relevant roles/functions
  - next clarify specific programs, activities, services (including info on how many students/families can be accommodated)
  - identify the dollars and other related resources (e.g., facilities, equipment) that are being expended from various sources
  - collate the various policies that are relevant to the endeavor
- At each stage, establish a computer file and in the later stages create spreadsheet formats
- Use available tools (see examples in Center packets)

G. Use benchmarks to guide progress related to resource mapping

Improving Existing Interventions and Filling Gaps

As discussed already, a resource-oriented mechanism is used to map and analyze all resources of relevance to learning support. This provides a basis for determining the developmental status of a learning support or enabling component at a school and in the school complex. Based on this understanding, steps can be taken to strengthen the component.

The immediate concern is to ensure that allocated resources are well used. Then, efforts turn to enhancing resources to improve existing interventions when necessary and to fill gaps in the component in keeping with well thought out priorities. Key factors related to all this are (1) redeploying resources and (2) finding more.

Redeploying resources

When resources that have been allocated for addressing barriers to learning and promoting healthy development are mapped and analyzed, common findings are that some are not worthwhile and others are not being effective because they are under-funded. The following comments are often heard as the processes are implemented:

> *Are we still doing that? Everyone knows it doesn't work!*

and

> *We know that could be a good program, but it's never had the resources to make it work.*

An obvious strategy is to redeploy the resources from the ineffective to the promising endeavor – if the promising approach fits current priorities.

The main reason to redeploy resources is to pursue higher-order priorities that will strengthen learning support by filling major gaps and by enhancing the effectiveness of approaches not performing up to their promise. The analyses of the developmental status of the component at a school and in the family of schools provides the basis for identifying gaps and setting priorities. The importance of careful analysis and priority setting can be appreciated by realizing how few major improvements can be pursued during a given school year.

Finding more

Strengthening learning supports also requires finding additional resources. This does not necessarily mean seeking additional funding, but that can one strategy. Another strategy involves braiding together relevant existing resources.

(1) About Funding Sources

A central financing principle is that funding should not drive programs, rather the program vision should drive financing. A related principle is that no single source of or approach to financing is sufficient to underwrite major systemic changes.

For more on this, see exhibit on following pages. And, see Module V for examples of the variety of school and agency funding sources relevant to learning supports and for a list of who in the community might partner with schools)

(2) About Braiding Resources

Among the various strategies for enhancing means for strengthening learning supports is the pooling of resources. This involves combining funds from several programs and agencies. In the least ambitious form, several funding streams might be *coordinated* to support an mutually desired activity. At the most ambitious level, budgets from several sources might be removed from the controlling authorities and *blended* together under a new authority. In between these extremes lies the possibility of *braiding* resources.

Braided resources are kept under the control of the original authorities. However, an arrangement is made whereby various strands of finance are woven together in order to strengthen (not just coordinate or even integrate) intervention efforts. Programs tend to be willing to explore ways to work together when their control over their budget is not threatened.

Good examples of braiding are seen in situations where schools and communities weave together their resources to strengthen efforts to develop a comprehensive, multifaceted approach – filling major gaps, enhancing the effectiveness of approaches not performing up to promise.

Note: To foster service coordination, there are several ways to use existing dollars provided to a district by the federal government. Title I of the *No Child Left Behind Act* has a provision for using up to five percent of what a district receives for purposes of fostering service coordination for students and families. A similar provision exists in the 1997 reauthorization of the Individuals with Disabilities Education Act. Other possible sources are Community MH Services block grant, funds related to after school programs, state-funded initiatives for school-linked services, etc.

Exhibit

A Primer on Looking for More Financial Resources

The central principle of all good financial planning:

A program's rationale should drive the search for financing.
Financing may be the engine, but it should not be the driver.

Thus:

- Financial strategies should be designed to support the *best strategies* for achieving improved outcomes.
- Financial strategies that cannot be adapted to program ends should not be used.

Because it is unlikely that a single financing approach will serve to support an agenda for major system changes:

- Draw from the widest array of resources.
- Braid and blend funds.

Remember: *Financing is an art, not a science.*

What are major financing strategies to address barriers to learning?

- Integrating: Making functions a part of existing activity—no new funds needed
- Redeploying: Taking existing funds away from less valued activity
- Leveraging: Clarifying how current investments can be used to attract additional funds
- Budgeting: Rethinking or enhancing current budget allocations

Where to look for financing sources/initiatives?

- All levels—local/state/federal
- Public and private grants/initiatives
- Education categorical programs (Safe & Drug Free Schools, Title I, Spec. Ed.)
- Health/Medicaid funding
  (including Early Periodic Screening, Diagnosis, and Treatment)

Enhancing Financing

A basic funding principle is that no single source of or approach to financing is sufficient to underwrite major systemic changes.

(cont.)

Opportunities to Enhance Funding

- reforms that enable redeployment of existing funds away from redundant and/or ineffective programs
- reforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of MH funding
- accessing tobacco settlement revenue initiatives
- collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, public-private partnerships, blended funding)
- policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance).

For More Information

The Internet provides ready access to info on funding and financing. See:

>*School Health Program Finance Project Database* http://www2.cdc.gov/nccdphp/shpfp/index.asp

>*School Health Finance Project of the National Conference of State Legislators* http://ncsl.org/programs/health/pp/schlfund.htm

>*Snapshot from SAMHSA* – http://www.samhsa.gov

>*The Catalog of Federal Domestic Assistance* – www.gsa.gov/

>*The Federal Register* – www.access.gpo.gov/GPOAccess

>*GrantsWeb* – http://www.research.sunysb.edu/research/kirby.html

>*The Foundation Center* – http://fdncenter.org

>*Surfin' for Funds* -- guide to internet financing info http://smhp.psych.ucla.edu/

Regarding financing issues and strategies, see:

>*The Finance Project* – http://www.financeproject.org

>*Center for Study of Social Policy* – http://www.cssp.org

>*Center on Budget and Policy Priorities* – http:www.cbpp.org

>*Fiscal Policy Studies Institute* – www.resultsaccountability.com

Mapping can be carried out in various ways

For example, in mapping a school's resources for addressing barriers to learning, some teams begin simply by developing a list of names and brief descriptions of the work performed by staff and those from the community who are at the school at various times. This probably is a good starting point since so few schools seem to have done even this simple form of mapping, and everyone at and connected to a school should have easy access to such basic information. Eventually, all resources should be mapped (e.g., all programs, services, personnel, space, material resources and equipment, cooperative ventures, budgetary allocations). Moreover, to facilitate subsequent analyses, efforts should be made to differentiate among (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for analyses is how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analyses involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Below we describe how all this can be done using the framework developed for operationalizing a learning supports (enabling) component. Use of a well-conceived framework avoids the tendency to create laundry-lists of programs and services offered at a school. Such lists communicate a fragmented, rather than a comprehensive, multifaceted, cohesive approach and provide insufficient information for analyzing how well resources are being used.

School-Focused Mapping

The matrix below provides a framework for the school-based resource mechanism (e.g., a Resource Coordinating Team) to begin mapping.

AREAS OF CONCERN FOR MAPPING

	Classroom-Focused Enabling Activity	Crisis Response & Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach (including volunteers)	Student & Family Assistance	System Change Activity
Systems of Prevention							
Systems to Respond Early-After-Onset							
Systems of Care							

There are a variety of tools/aids for mapping. Eventually, resource-mapping related to learning supports should include all school, district-level, and community resources. As noted above, the mapping should also include efforts to differentiate (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

After mapping each area, the products can be used immediately to communicate in an organized manner what the school is currently doing to address barriers to learning and promote healthy development. With relatively little effort, the products can be an important step forward in "social marketing" the school's efforts to meet the needs of all students. Summaries can be developed and copied as a set and circulated to all stakeholders and can even be condensed into a brochure, newsletter, and other formats that will be useful to stakeholders. They also can be mounted as a set on poster board and displayed prominently in the staff lounge, the main hallway, and anywhere else in the school where the presentation will be widely seen. The point is to make certain that everyone begins to understand what already exists and that work is underway to develop a comprehensive, multifaceted, cohesive approach.

Mapping of Key Resource Staff at a School

The template on the following page can be used as an aid in generating a list of the special resource personnel at a site and throughout a feeder pattern (or "family") of schools. Note the following:

In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

The individuals listed for a school are a logical group to build a resource-oriented team around.

In analyzing what you have mapped, clarify who, if anyone, has the responsibility to ensure that:

(1) all these personnel and the activities they implement are well-coorindated

(2) the work is well integrated and seen as primary and essential (i.e., not marginalzied) in the school's improvement plan

Resource Coordination (names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at __________ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist ____________________
times at the school ______________

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse ____________________
times at the school______________

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
____
times at the school ______________

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker ____________________
times at the school ______________

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors times at the school
____
____
____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination
____
times at the school ______________

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators
____
____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers
____
____
____
times at the school ______________

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)
__________/__________
__________/__________
__________/__________
__________/__________
__________/__________

School Improvement Program Planners
__________/__________
__________/__________
__________/__________

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When

GROUP ACTIVITY

Use the template on the preceding page to map school personnel and some of the resources available for learning supports at your school. Modify the template as necessary

Module IV

Refining the School Infrastructure

School Steering Body for
a Learning Support (Enabling) Component

Developing Ad Hoc and Standing Work Groups
for a Resource Team

Integrating the Component into the
School Infrastructure

About Leadership and Infrastructure

The main objective of this module is to clarify the infrastructure context a Resource Coordinating Team needs at a school if it is to be effective over the long run.

A few orienting questions:

Why is a steering body important for a learning supports (enabling) component?

Why should the component be fully integrated into the school infrastructure?

Why should a Resource Coordinating Team establish standing and ad hoc work groups?

Just as change at the District level cannot be effective without a strong supportive structure, substantial support is necessary for systemic change at every level.

School Steering Body for a Learning Support (Enabling) Component

At the school level, it is important not only to have a Resource-oriented team but also to establish a school advisory/steering body for the overall development of the component to address barriers to learning and to guide and monitor the resource team. All initiatives need a team of "champions" who agree to steer the process. These advocates must also be competent with respect to the work to be done and highly motivated not just to help get things underway but to ensure they are sustained over time.

The steering group should be fully connected with teams guiding the instructional and management components at the school. And, it should be formally linked to the district steering mechanism.

Over time, this is the group that must ensure that all staff facilitating change

- maintain a big picture perspective and appropriate movement toward long-term goals
- have sufficient support and guidance
- are interfacing with those whose ongoing buy-in is essential

The group should not be too large. Membership includes key change agents, 1-2 other key school leaders, perhaps someone from local institution of higher education, perhaps a key agency person, a few people who can connect to other institutions.

Such a group can meet monthly (more often if major problems arise) to review progress, problem solve, decide on mid-course corrections.

The group's first focus is on ensuring that capacity is built to accomplish the desired system changes. This includes ensuring an adequate policy and leadership base; if one is not already in place, they need to work on putting one in place. Capacity building, of course, also includes special training for change agents.

The group can work against the perception that it is a closed, elite group by hosting "focus groups" to keep others informed and to elicit input and feedback.

Developing Ad Hoc and Standing Work Groups for a Resource Team

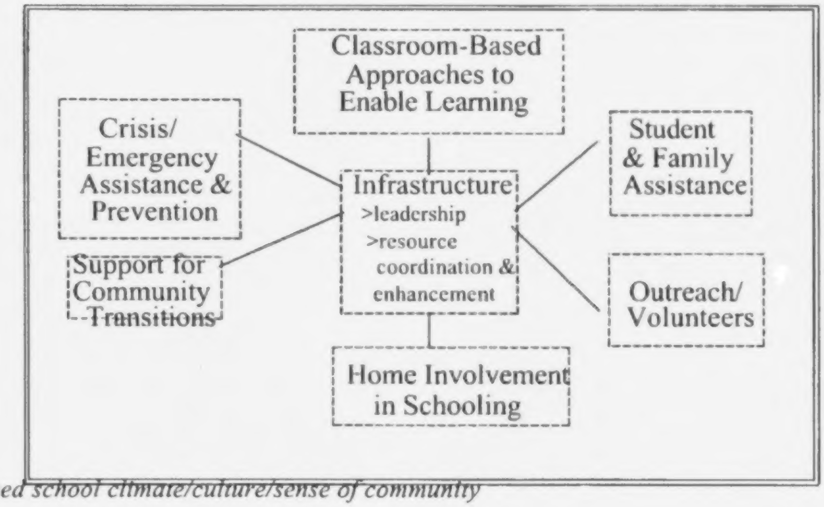
Work groups are formed as needed by the Resource Coordinating Team to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to the referral systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the Resource Coordinating Team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the Resource Coordinating Team on the group's progress and provides the group with feedback from the Team.

Ad hoc work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined programs areas and pursue current priorities for enhancing intervention in the area. For example, in pursuing intervention development related to the six arenas of intervention we use to define the programmatic focus of an Enabling Component, we recommend establishing standing work groups for each area (see figure below).

Component to Enable Learning: *A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning*

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Adapted from:
H.S. Adelman & L. Taylor (1994).

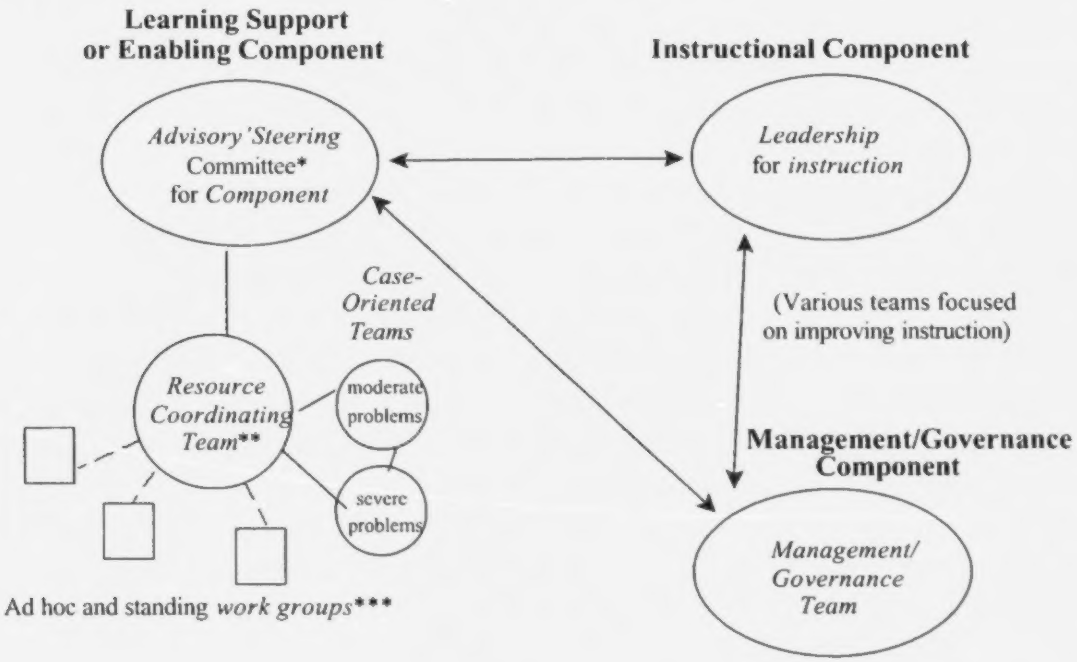

Classroom-Based Approaches to Enable Learning
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Infrastructure
>leadership
>resource coordination & enhancement
Support for Community Transitions
Outreach/ Volunteers
Home Involvement in Schooling

Emergent impact = Enhanced school climate/culture/sense of community

Integrating the Component into the School Infrastructure

The Figure below illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning.

Figure. An example of an integrated infrastructure at a school site.


Learning Support or Enabling Component
Instructional Component
Advisory'Steering Committee* for Component
Leadership for instruction
Case-Oriented Teams
(Various teams focused on improving instruction)
Resource Coordinating Team**
moderate problems
severe problems
Management/Governance Component
Management/ Governance Team
Ad hoc and standing work groups***

*A Learning Support or Enabling Component Advisory/Steering Committee at a school site consists of a leadership group whose responsibility is to ensure the vision for the component is not lost. It meets as needed to monitor and provide input to the Resource Coordinating Team..

**A Resource Coordinating Team is the key to ensuring component cohesion and integrated implementation. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing student support and specialized assistance.

***Ad hoc and standing work groups are formed as needed by the Resource Coordinating Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with the Resource Coordinating Team's functions.

About Leadership and Infrastructure

It is clear that building a learning supports (enabling) component requires strong leadership and new positions to help steer systemic changes and construct the necessary infrastructure. Establishment and maintenance of the component requires continuous, proactive, effective teaming, organization, and accountability.

Administrative leadership

Administrative leadership at every level is key to the success of any initiative in schools that involves systemic change.

District

Everyone at the school site should be aware of who in the District provides leadership, promotes, and is accountable for the development of the component. It is imperative that such leadership be at a high enough level to be at key decision making tables when budget and other fundamental decisions are discussed.

School

Given that a learning supports component is one of the primary and essential components of school improvement, it is imperative to have a designated administrative and staff leadership. An administrative school leader for the component may be created by redefining a percentage (e.g., 50% of an assistant principal's day). Or, in schools that only have one administrator, the principal might delegate some administrative responsibilities to a coordinator (e.g., Title I coordinator or a Center coordinator at schools with a Family or Parent Center). The designated administrative leader must sit on the resource team (discussed in the next module) and represent and advocate team recommendations at administrative and governance body meetings.

Besides facilitating initial development of a potent component to address barriers to learning, the administrative lead must guide and be accountable for daily implementation, monitoring, and problem solving. Such administrative leadership is vital.

There is also the need for a staff lead to address daily operational matters. This may be one of the student support staff (e.g., a school counselor, psychologist, social worker, nurse) or a Title I coordinator, or a teacher with special interest in learning supports.

In general, these leaders, along with other key staff, embody the vision for the component. Their job descriptions should delineate specific functions related to their roles, responsibilities, and accountabilities.

> The material on the following page outlines the type of functions that have been found useful in clarifying the importance of the site administrative role. (Sample job descriptions are available from the Center). Following that is an example of one schools Learning Supports infrastructure.

Exhibit

Site Administrative Lead for a Component to Address Barriers to Learning

The person assuming this role must be able to devote at least 50% time to the Component. For a site administrator who already has a job description that requires 100% time involvement in other duties, the first task is to transfer enough of these other duties to free up the needed time.

In essence, the job involves providing on a daily basis leadership and facilitation related to

1. Component administration and governance concerns (e.g., policy, budget, organizational and operational planning, interface with instruction)

   Represents the Component as a member of the site's administrative team and interfaces with the governance body, budget committee, etc. as necessary and appropriate.

2. Development, operation, maintenance, and evolution of the infrastructure and programmatic activity

   A day-in and day-out focus on enhancing program availability, access, and efficacy by maintaining a high level of interest, involvement, and collaboration among staff and other stakeholders (including community resources).

3. Staff and other stakeholder development

   Ensures that Component personnel receive appropriate development and that an appropriate share of the development time is devoted to Enabling concerns.

4. Communication (including public relations) and information management

   Ensures there is an effective communication system (e.g., memos, bulletins, newsletter, suggestion box, meetings) and an information system that contributes to case management and program evaluation.

5. Coordination and integration of all enabling activity and personnel (on and off-site)

6. Rapid problem solving

7. Ongoing support (including a focus on morale)

   Ensuring that those involved in planning and implementing enabling activity have appropriate support and appreciation.

8. Evaluation

   Ensuring there is data about accomplishments and for quality improvement.

9. Some direct involvement in program activity and in providing specific services

   This can help enhance understanding and maintain skills and allows for a sense of immediate contribution.

Example of Infrastructure for a Learning Supports Component at One School

To ensure all the functions related to learning supports were properly addressed, the school improvement design called for development of the following organizational, administrative, and operational structures.

Organization/Administrative Structures

Learning Supports School-Wide Committee
Recommends policy and priorities related to this Component. Participants are representatives from all stakeholder groups who, by role or interest, want to help evolve a comprehensive, multifaceted, and integrated approach for addressing barriers to learning and promoting healthy development.

Learning Supports Administrative Leads
Asst. Principal role as delineated in daily job description

Learning Supports Staff Lead
Has daily responsibilities to advance the agenda for the component as delineated in job description (and also has had responsibilities as Family Center Director).

Learning Supports Steering Committee
Meets periodically to review, guide, and monitor progress and long-range plans, problem-solve, and act as a catalyst to keep the component linked to the total design (other components, committees). Participants are component site leaders and key staff, reps. from the community and families, and several leaders from off-site who are highly committed and knowledgeable about the component.

Operational Structures

Resource Coordinating Team
Maps, analyzes, and recommends resource allocation & redeployment in the six areas that make up the component's curriculum; clarifies priorities for program development; monitors, guides, and enhances systems to coordinate, integrate, and strengthen the Component programs and services; and more. Participants are leaders of each of the components' six areas, administrative and staff leads for the Component, reps. of community agencies that are significantly involved at the site.

Work groups for the six areas

Classroom Focused Enabling
(e.g., enhancing classroom ability to address student problems)

Crisis Response and Prevention
(e.g., School Crisis Team; bullying prevention)

Transitions
(e.g., welcoming and social support for newcomers; programs to reduce tardies, improve attendance, facilitate grade to grade changes, college counseling, school to work programs)

Home Involvement in Schooling
(e.g., Adult Ed, Family Center, Comm. reps, and parent volunteers)

Student and Family Assistance using the Consultation and Case Review Panel
(e.g., health and social support services, psychological counseling, Health Center)

Community Outreach/Volunteers
(e.g., volunteers, business connections, etc.)

Administrative leads
Provide daily leadership and problem solving, support and accountability, advocacy at administrative table and at shared decision making tables.

Staff Lead
Carries out daily tasks involved in enhancing the component; ensures that system and program activity is operating effectively; provides daily problem-solving related to systems and programs.

A Note About Demonstration Sites

Districts often "pilot" test innovations and create demonstration sites. On the positive side, this shows others what is possible. On the negative side, pilots and demonstrations, even when they are praised and used for public relations, frequently end up being scrapped; most are not scaled-up throughout a District.

Thus, if a decision is made to use a school as a demonstration, it is important to establish at the outset whether the intent is to go to scale. If so, the site will be used as a place for others to learn "how to," and this will add to the schools operational costs. Planning and budget allocations should reflect this reality.

GROUP ACTIVITY

Make a diagram of your school's current infrastructure.

Identify how the current infrastructure meets the need to develop a comprehensive approach for addressing barriers to learning and teaching.

If the infrastructure does not meet this need very well, make a diagram indicating the infrastructure changes you would recommend.

Module V

Expanding Resource Mapping & Analyses at the School Level

Surveys to Aid in Mapping

Mapping Funding Sources

Analyses

Recommendations for Redeploying & Enhancing Resources

Establishing Priorities

Beyond Resource Mapping

The main objectives of this module are to:

(a) highlight areas of focus and tools that can be used to do intensive mapping and analyses of resources and

(b) underscore the importance of using the analyses to make resource-based, prioritized recommendations.

A couple of orienting questions:

> What are good ways to organize the mapping of all the school's learning support interventions?
>
> What are some of the objective in analyzing resources?

As we have discussed, the first forms of mapping are fairly simple and can be done by an ad hoc work group in a few hours. Once these tasks are accomplished and the resource team is functioning smoothly, it is time to begin mapping and analyzing current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

Surveys to Aid in Mapping

As an aid for this work, the Center for Mental Health in Schools at UCLA has designed a set of self-study surveys to map what a school has and what it needs with respect to addressing barriers to learning.

The set includes an overview "Survey of System Status" which covers the leadership and coordination systems needed in developing an effective learning support component and surveys for each of the six arenas for intervention listed below:

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support--including recruitment of volunteers

The set also includes a special survey focusing on School-Community Partnerships.

The entire set of surveys is available on the Center's website.

Use of self-study surveys is best done by teams.

About the Self-Study Process

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- working together to understand what is and what might be
- clarifying gaps, priorities, and next steps

Done right, the self study process can help

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- decides about what resources can be redeployed to enhance current efforts that need embellishment
- identifies gaps with respect to important areas of need.
- establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

Mapping Funding Sources

As schools work to enhance learning supports, their interest is in existing resources and what new support is needed. Mapping existing funding is a key facet of asset mapping and is fundamental to comprehensive analyses and (re)deployment of resources. The following tool can be used as a guide for identifying the various sources that may be providing funds for programs and services at a school.

Guide for Identifying Various Sources that May be Providing Funds to a School

Education

No Child Left Behind Act (NCLBA – Elementary and Secondary Education Act/ -- All Titles of this act provide resources to school districts)

Obey-Porter Comprehensive School Reform Act (includes scale-up of New American Schools)

21st Century Community Learning Centers (after school programs)

Other after school programs (involving agencies concerned with criminal justice, recreation, schooling, child care, adult education)

McKinney Act (Title E)—Homeless Education

School-Based Service Learning (National Community Service Trust Act)

School-to Career (with the Labor Dept.)

Vocational Education

Individuals with Disabilities Education Act (IDEA)

Social Securities Rehabilitation Act of 1973, Title V—commonly referred to as Section 504 —this civil rights law requires schools to make reasonable accommodations for students with disabilities so they can participate in educational programs provided others. Under 504 students may also receive related services such as counseling even if they are not receiving special education.

Head Start and related pre-school interventions

Adult Education (including parent education initiatives and the move toward creating Parent Centers at schools)

Related State/Local Educational Initiatives
    e.g., State/Local dropout prevention and related initiatives (including pregnant minor programs); nutrition programs; state and school district reform initiatives; student support programs and services funded with school district general funds or special project grants; school improvement program; Community School Initiatives, etc.

Labor & HUD

Community Development Block Grants
Job Training/Employment
Job Corps
Summer Youth (JTPA Title II-B)
Youth Job Training (JTPA Title II-C)
Career Center System Initiative
Job Service
Youth Build

(cont.)

Health

Title XIX Medicaid Funding
  Local Educational Agency (LEA) Billing Option
  Targeted Case Management—Local Education Agency
  Targeted Case Management—Local Government Agency
  Administrative Activities
  EPSDT for low income youth
  Federally Qualified Health Clinic

Public Health Service
  Substance Abuse and Mental Health Services Administration (SAMHSA) Initiatives (including Substance Abuse Prevention and Treatment Block Grant, Systems of Care initiatives)
    Center for Substance Abuse Treatment/Center for Substance Abuse Prevention
    National Institute on Alcohol Abuse & Alcoholism/National Institute on Drug Abuse
    National Institute on Child Health

Health Resources and Services Administration (HRSA) Initiatives
    Maternal & Child Health Bureau
      Block Grant--Title V programs--at State and local levels for
        >reducing infant mortality & the incidence of disabling conditions
        >increase immunizations
        >comprehensive perinatal care
        >preventive and primary child care services
        >comprehensive care for children with special health needs
        >rehabilitation services for disabled children under 16 eligible for SSI
        >facilitate development of service systems that are comprehensive, coordinated, family centered, community based and culturally competent for children with special health needs and their families

Approximately 15% of the Block Grant appropriation is set aside for special projects of regional and national significance (SPRANS) grants.

There is also a similar Federal discretionary grant program under Title V for Community Integrated Service Systems (CISS)—Includes the Home Visiting for At-Risk Families program.

- Ryan White Title IV (pediatric AIDS/HIV)
- Emergency Medical Services for Children programs
- Healthy Start Initiative
- Healthy Schools, Healthy Communities—a collaborative effort of MCHB and the Bureau of Primary Health Care—focused on providing comprehensive primary health care services and health education promotion programs for underserved children and youth (includes School-Based Health Center demonstrations)
- Mental health in schools initiative—2 national T.A. centers & 5 state projects

Administration for Children and Families-Family Youth Services Bureau
- Runaway and Homeless Youth Program
- Youth Gang Drug Prevention Program
- Youth Development—Consortia of community agencies to offer programs for youth in the nonschool hours through Community Schools
- Youth Services and Supervision Program

Centers for Disease Prevention and Control (CDC)

- Comprehensive School Health—infrastructure grants and related projects
- HIV & STD initiatives aimed at youth

Child Health Insurance Program

Adolescence Family Life Act
Family Planning (Title X)/Abstinence Education

Related State/Local health services and health education initiatives (e.g., anti-tobacco initiatives and other substance abuse initiatives; STD initiatives; student support programs and services funded with school district general funds or special project grants; primary mental health initiatives; child abuse projects; dental disease prevention; etc.)

(Cont.)

Social Service

Temporary Assistance for Needy Families (TANF)
Social Services Block Grant
Child Support Enforcement
Community Services Block Grant
Family Preservation and Support Program (PL 103-66)
Foster Care/Adoption Assistance
Adoption Initiative (state efforts)
Independent Living

Juvenile Justice (e.g., Office of Juvenile Justice and Delinquency Prevention)

- Crime prevention initiatives
  - Gang activities, including drug trafficking
  - State Formula & Discretionary Grants
  - Parental responsibility initiatives
  - Youth and guns
  - State/Local Initiatives

Agency Collaboration and Integrated Services Initiatives

Federal/State efforts to create Interagency Collaborations
State/Foundation funded Integrated Services Initiatives (school-linked services/full services school/Family Resource Centers)
Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)

Note: As existing funding is identified, it can be mapped in a standard budgeting spreadsheet format
(See example form on nest page).

Also Note: This is also a good stage at which to map other relevant resources such as facilities and equipment that are relevant to the endeavors of addressing barriers to learning and promoting healthy development.

Spreadsheet Form for Mapping

Summary of Activities (programs and services) relevant to the Area of ______________________

Name of Activity	*Contact Person*	*Schedule*	*Grade Level*	*Eligibility*	*How to Access*	*Capacity (number)*	*Budget and Funding Source*	*Capacity re. volunteers*	*Additional Information*

Analyses

With the initial mapping done, the focus turns to analyzing how resources are currently used. The aim is to develop specific recommendations for improving the work at each school through enhancing use of the resources currently at a school and enhancing resources through collaboration among the family of schools and with neighborhood resources.

Our tests show 30% of our 3rd graders have problems reading. What effective learning supports are available?

Each year, our graduating class is half the size of our entering freshmen. What resources do we have to prevent dropouts?

Essentially, the process involves conducting a gap analysis. That is, existing resources are laid out in the context of the vision schools have for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. From that perspective, the analysis focuses on (1) what parts are in place, (2) what's still missing, and (3) what needs to be done to improve matters.

(1) *What's in place?* Discussion focuses on how effective and efficient current efforts are. Special attention is given to identifying redundant efforts, inefficient use of resources, and ineffective activities. With respect to what is seen as ineffective, the analyses should differentiate between activities that might be effective if they were better supported and those that are not worth continuing because they have not made a significant impact or because they are not well-conceived. This facilitates generating recommendations about what should be discontinued so that resources can be redeployed to enhance current efforts and fill gaps.

(2) *What's still missing?* Every school has a wish list of programs and services it needs. The analyses put these into perspective of the school's vision for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. By doing this, the analyses provide an appreciation of major gaps. Thus, rather than making ad hoc choices from a laundry-list of wishes, recommendations can be based on a systematic analysis of current efforts that require enhancement and gaps that need to be filled.

(3) How can resources be used better? Analyses of how resources might be used better first focus on identifying wasteful uses (i.e., redundancies, ineffective activity, programs where costs far out-weigh benefits, lack of coordination). Then, the emphasis is on promising programs that are under-supported. Finally, discussion turns to exploring which gaps should be filled first (e.g., new activity that is as or even more important than existing efforts).

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Recommendations for Deploying & Enhancing Resources

No school or family of schools can do everything at once – especially when there is a great deal to do. Based on the analyses, recommendations first must stress combining some efforts to reduce redundancy at each school and for the family of schools and discontinuing ineffective activity. A second set of recommendations focus on redeploying freed-up resources to strengthen promising efforts. Finally, recommendations are made about priorities for filling gaps and for strategies to expand the pool of resources.

Many students entering our middle school aren't prepared. How can we work with the elementary schools to make the transition more successful?

With respect to expanding the pool of resources, the first strategy can involve braiding together the resources of the family of schools to achieve economies of scale and to accomplish overlapping activity. Then, the focus is on enhancing connections with community resources in order to enhance existing programs and services and fill specific gaps. Recommendations should clarify how the limited community resources can be added in integrated and equitable ways across the family of schools. Finally, recommendations can be made about seeking additional funds.

Establishing Priorities

Mapping enables a variety of analyses to be made about how resources should be deployed and redeployed in developing a comprehensive, multifaceted, and integrated continuum of interventions. A key aspect of the analysis involves making recommendations about priorities.

The exhibit on the following pages illustrates what are common priorities set by schools as they develop a comprehensive approach to providing learning supports.

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Exhibit

Examples of Areas Schools Commonly Designate as First Priorities in Developing an Enabling Component

(1) Classroom-Focused Enabling

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers -- as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) Support for Transitions

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

>**Welcoming and Social Support Programs for Everyone** – The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families).*

>**Articulation Programs** – Many students have difficulty making the transition from grade-to-grade and many more have difficulty in going from elementary to middle school or from middle to high school. Indeed, many. "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

>**Before, During, and After School Recreation, Academic Support, & Enrichment, Programs** – Many schools have significant problems with tardies bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems. (cont.)

Exhibit: **Examples of Areas Schools Commonly Designate as First Priorities** (cont.)

(3) Home Involvement in Schooling

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>**Programs to strengthen the family** – It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) Emergency/Crisis Response and Prevention

>**Response Plan & Crisis Team** – Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish. and build the capability of a Crisis Team.

(5) Student and Family Assistance

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>**Establishing access to emergency assistance for basic life needs** (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid) – This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>**Literary and extra academic support program** (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>**Social and emotional counseling** (support groups, individual and group counseling)

(6) Community Outreach

>**Volunteer recruitment program** (e.g., parents, college students, senior citizens, mentors from the business community)

A Caveat

In building a comprehensive, multifaceted continuum of interventions, the team will be confronted by the complementary challenges surrounding the needs for *evidence-based strategies* and *demonstrating results*. These matters must be addressed in ways that enhance rather than hinder system-wide effectiveness. The dilemma arises because of the limited nature and scope of interventions that currently have strong research support. The best (not always to be equated with good) evidence-based strategies for identifying and working with student's problems are for a small number of non-comorbid disorders. And, the data show efficacy -- not effectiveness. Clearly, before these strategies are seen as the answer, they must be widely implemented in community and school settings, and they must generate data that demonstrate enhanced cost-effectiveness.

But it should be stressed that there is a bigger problem related to addressing barriers to student learning. This involves investing in the development and evaluation of interventions that go beyond one-to-one and small group approaches and that incorporate public health and primary prevention initiatives. Such approaches must be comprehensive, multifaceted, and integrated and must encompass a full intervention continuum in the form of systems of prevention, systems of early intervention (early after the onset of problems), and systems of care. Development of such a continuum of overlapping systems requires major school-based programs and school-community collaborations

In sampling the literature, it is evident that there is not a strong evidence base for addressing many psychosocial problems. Unfortunately, the field is not moving in the direction of developing such an evidence base because (1) there is not support for the type of research that must be carried out to determine the impact of comprehensive, multifaceted, and integrated approaches, and (2) many in the field are falling into the trap of thinking large-scale problems can be solved by reifying a few evidence-based interventions. It is striking that there never has been a formal study of the impact on a catchment area (e.g., a neighborhood) of a comprehensive, multifaceted, and integrated approach that encompasses a full intervention continuum in the form of systems of prevention, early intervention, and care.

All resource-oriented work can benefit from clear demographic profiles. Also, from an evaluation perspective, base-level data are essential. Thus, in the process of resource mapping, efforts also should be made to gather whatever profile and baseline data are available.

At the *school level*, this includes information on such matters as:

- staffing demographics

  >administrator(s) >teachers >student support service staff >noncertificated staff
  >teacher-to-student ratios (e.g., at different grade levels, for different subjects)

- demographics related to student enrollment

  >number enrolled >gender >ethnicity
  >socio-economic indicators >family indicators (e.g., one parent home, foster parent)
  >primary language (e.g., of students, parents)

- attendance and mobility concerns

  >attendance rates >tardies >mobility/transiency >dropout

- academic and socio-emotional functioning

  >achievement test statistics >school ranking indicators (e.g., district, state)
  >any positive indicators of social and emotional learning (e.g., related to planned instruction in these domains)
  > indicators of behavior problems (e.g., discipline referrals, suspensions, expulsions, vandalism, graffiti, bullying, pregnancy, drug abuse, physical abuse, sexual harrassment or abuse, arrests, number of students on juvenile probation)
  >service referrals and number currently receiving special assistance (including special education)

Also of interest are key school policies and current plans (e.g., in school improvement plan) that affect efforts to address barriers to learning and promote healthy development.

Notes:

(1) Much of the above data should be available from existing school, school district, and community data systems. To determine what is and isn't available, a first step is to turn the above items into a checklist and identify (1) which information is available, (2) where it can be accessed, (3) and the plan for gathering the data (who, when, how).

(2) Efforts to profile a school will identify where the gaps are in the data gathering systems so that steps can be taken to fill these gaps. Where important data are not available, steps should be taken to establish ad hoc systems for gathering essential information.

(3) In the process of profiling the school, it will become clear what demographic and general information profiles are available for the District and the community (e.g., district information booklets, community resource directories, census summaries, chamber of commerce booklets, community report cards, juvenile justice reports, etc.). These can be collated to provide a context profile for the school.

GROUP ACTIVITY

Use the matrix on the following page to map out the learning support interventions at your school.

Then:

- Identify redundant activities.
- Identify interventions you think are ineffective.
- Identify gaps.

Then, discuss some of the implications.

Matrix for reviewing nature and
scope of learning supports.

LEVELS OF SUPPORT

		(1) Interventions to Promote Healthy Development and Prevent Problems	(2) Interventions for helping as early after onset of problems as is feasible	(3) Interventions for those with serious and pervasive problems
Arenas for intervening to address barriers to learning	Classroom-focused activity to enable students to re-engage with instruction			
	Crisis response and prevention			
	Support for transitions			
	Family/home involvement			
	Specialized assistance for students & families			
	Community outreach and support (including volunteers)			

Accommodations for differences & disabilities

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

*Specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of CDC's Coordinated School Health Program are embedded into the above matrix.

Module VI

Establishing a Resource Coordinating Council

A Resource-Oriented Mechanism for a Family of Schools

Council Functions

Council Membership

Mapping Resource Staff Across the Complex

Expanding Understanding of Community Resources

The main objective of this module is to clarify the importance of and what's involved in establishing a resource-oriented mechanism for a group of schools who will benefit from the process.

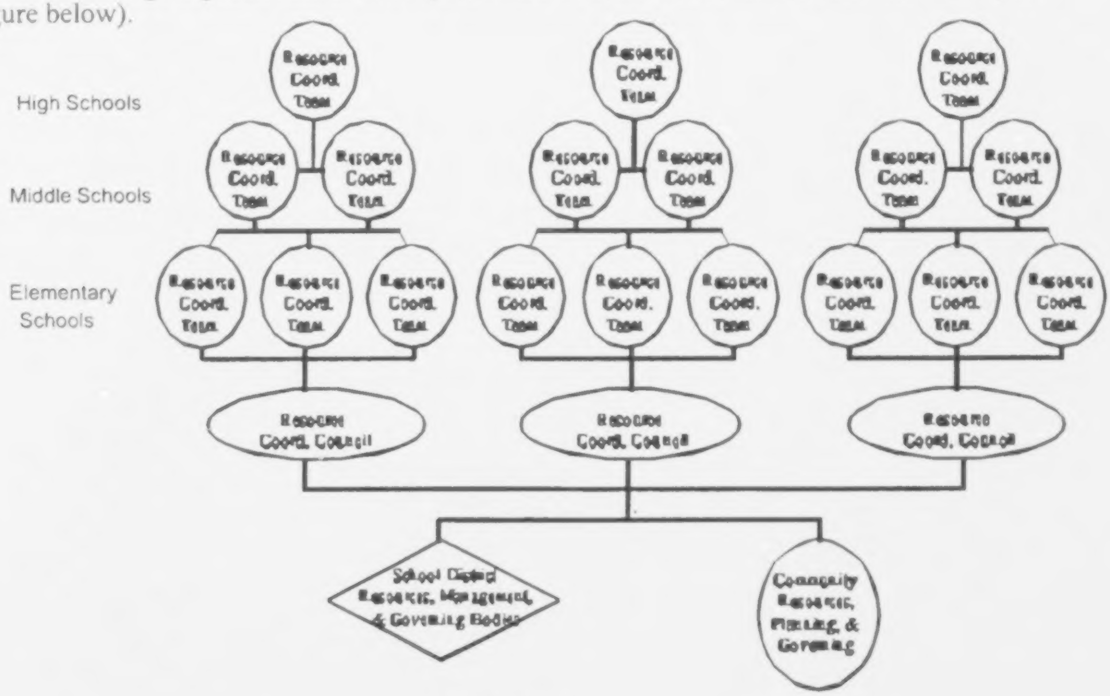
Orienting questions:

> Why is it worthwhile to establish a Resource Coordinating *Council*?
>
> Who should participate?

Schools in the same geographic or catchment area have a number of shared concerns, and schools in the feeder pattern often interact with the same family because each level has a youngster from that family who is having difficulties. Furthermore, some programs and personnel already are or can be shared by several neighboring schools, thereby minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention.

A Resource-Oriented Mechanism for a Family of Schools

In general, a group of schools can benefit from a multi-site resource-oriented mechanism designed to provide leadership, facilitate communication and connection, and ensure quality improvement across sites. For example, a multi-site team, or what we call a Complex Resource Coordinating Council, might consist of a high school and its feeder middle and elementary schools. It brings together one to two representatives from each school's resource *team* (see figure below).


High Schools
Middle Schools
Elementary Schools
Resource Coord. Team
Resource Coord. Council
School District Resources, Management, & Governing Bodies
Community Resources, Planning, & Governing

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A mechanism such as a Resource Coordinating *Council* helps (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, it can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources.

Natural starting points for councils are the sharing of need assessments, resource mapping, analyses, and recommendations for reform and restructuring. An initial focus may be on local, high priority concerns such as developing prevention programs and safe school plans to address community-school violence.

With respect to linking with community resources, multi-school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. In general, then, a group of sites can benefit from having an ongoing, multi-site, resource-oriented mechanism that provides leadership, facilities communication, coordination, integration, and quality improvement of all activity the sites have for addressing barriers to learning and promoting healthy development.

Council Functions

Some specific functions for a Council are:

- to share info about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration.
- to identify specific needs and problems and explore ways to address them (e.g., Can some needs be met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- to discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Council Membership

Each school might be represented on the *Council* by two members of its Resource *Team*. To assure a broad perspective, one of the two might be the site administrator responsible for enabling activity; the other would represent line staff. To ensure a broad spectrum of stakeholder input, the council also should include representatives of classroom teachers, non-certificated staff, parents, and students, as well as a range of community resources that should be involved in schools.

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

> *For examples of Resource Coordination Council's Initial and Ongoing Tasks, general meeting format, and a checklist for establishing councils, see Module III and adapt the material in the relevant exhibits.*

###################################

Note: System-wide Mechanisms

School and multi-site mechanisms are not sufficient. A system-wide mechanism must be in place to support school and cluster level activity. A *system-wide resource coordinating body* can provide guidance for operational coordination and integration across groups of schools. Functions might encompass (a) ensuring there is a district-wide vision and strategic planning for addressing barriers to student learning and promoting healthy development, (b) ensuring coordination and integration among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, (d) ensuring complete and comprehensive integration with the district's education reforms, and (e) ensuring evaluation, including determination of equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results for accountability purposes.

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

###################################

District Support Structure

Systemic change cannot be effective without a strong supportive structure.

So, it is important to

(1) Establish a District Advisory/Steering Body

Over time, this is the group that must ensure that all staff facilitating change

- maintain a big picture perspective and appropriate movement toward long-term goals
- have sufficient support and guidance
- are interfacing with those whose ongoing buy-in is essential

The body should not be too large. Membership includes key change agents, 1-2 other key leaders from the district, perhaps someone from local institution of higher education, perhaps a key agency person, a few people who can connect to other institutions.

Such a group can meet monthly (more often if major problems arise) to review progress, problem solve, decide on mid-course corrections.

The group's first focus is on ensuring that capacity is built to accomplish the desired system changes. This includes ensuring an adequate policy and leadership base; if one is not already in place, they need to work on putting one in place. Capacity building, of course, also includes special training for change agents.

The group can work against the perception that it is a closed, elite group by hosting town hall meetings to keep others informed and to elicit input and feedback.

(2) District Work Groups

Some members of the steering committee can also work with staff in developing specific (daily, weekly, monthly) plans and strategies for implementing changes. If changes are to occur on several levels (e.g., at a school site, district wide, at the state level), several work groups may be needed. Similarly, separate work groups may be needed to focus on different facets of the restructuring (e.g., policy change, stakeholder/staff development, evaluation).

(3) First School Sites Up and Running Provide Demonstrations and Mentors

Develop some demonstration sites to show others what's possible. Such sites should be full demonstrations. They should be used not only as observable models and for public relations, but as places where others learn specifics about replicating what is being demonstrated.

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Mapping Resource Staff Across the Complex

The following template can be used as an aid in generating a list of the special resource personnel throughout a feeder pattern (or "family") of schools.

Note the following:

> In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

	Enter the Name of Each School!					
Type of Resource Staff (under school name, enter each person by name)						
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

Expanding Understanding of Community Resources

On the following page is a table highlighting the wealth of community resources that should be a focus of outreach by any school concerned with improving its outcomes.

Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts (see Center Website).

Table

A Range of Community Resources to which a School Might Outreach

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions)

Media
(e.g., newspapers, TV & radio, local access cable)

Family Members, Local Residents, Senior Citizens Groups

This Exhibit provides a review of points covered about Resource Coordinating Teams and Councils and how to phase them in their efforts to organize a learning support component.

Phase *1. Organizing Resource Coordinating Teams at a School Site*

Creation of a school-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring

  >basic systems (for referral, triage, case management) are in place and effective
  >programs/services are profiled, written up, and circulated
  >resources are shared equitably

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach
- evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing *Available Special Services, Programs, and Other Resources.*

(b) how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

(d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Coordinating Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

(cont.)

Phase II. *Organizing a Programmatic Focus and Infrastructure for Learning Supports*

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Coordinating Team.

This involves facilitating

- development of program teams
- analyses of education support activity (programs/services) by program area teams to determine

    >how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
    >whether any activities need to be improved (or eliminated)
    >what is missing -- especially any activity that seems as important or even more important than those in operation.

- efforts by program area teams related to

    >profiling, writing up, circulating, and publicizing program/service information
    >setting priorities to improve activity in a programmatic area
    >setting steps into motion to accomplish their first priority for improvement
    >moving on to their next priorities.

Phase III. *Facilitating the Maintenance and Evolution of Appropriate Changes*

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. *Facilitating the Institutionalization/Sustainability of Appropriate Changes*

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes of new mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

GROUP ACTIVITY

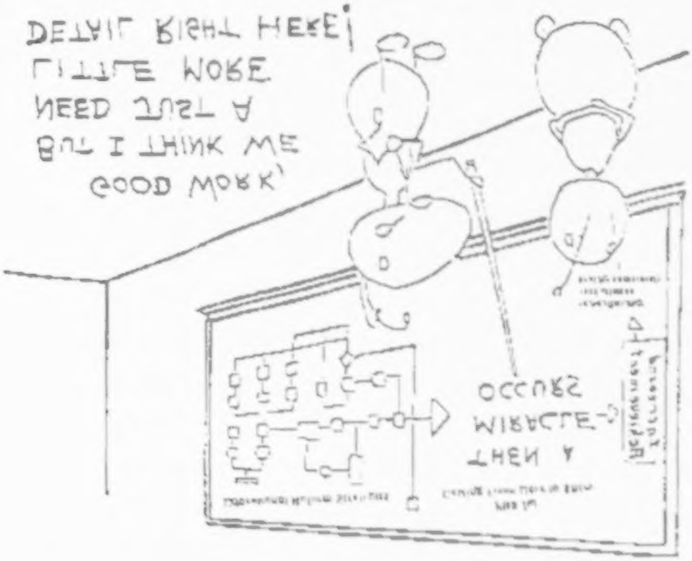
Develop a list of talking points for conveying to others the importance of establishing a Resource Coordinating Council.

Module VII

MONITORING PROGRESS

Topical Outline

Benchmark Checklist for Monitoring and Reviewing Progress



GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
THEN A MIRACLE OCCURS

The objective of this module is to provide tools that can aid in planning, implementing, and evaluating progress (rather than waiting for a miracle to occur).

The following outline is intended to provide a focus for informal self-evaluation of progress in developing a comprehensive, multifaceted, and cohesive approach to address barriers to student learning. Think in terms of four levels: school, complex of schools, district, and state.

Topical Outline

I. POLICY STATUS

A. To what degree have effective policies been enacted/implemented to facilitate the work?
B. What policy matters still must be dealt with?
C. What are the plans for doing so? (Who, when, how)

II. STRATEGIC PLAN FOR CREATING READINESS AND PHASE-IN

Is there a written plan?
  If so, does it need revision?
  If not, is one in the works? (who, how, when)

III. CREATING READINESS FOR IMPLEMENTATION

A. Who is on-board in a well-informed and committed way?
B. Who is on-board but still needs to enhance understanding?
C. Who still must be brought on-board for good progress to be made?
D. What plans have been made to address concerns about readiness? (who, how, when)

IV. INFRASTRUCTURE FOR NEEDED SYSTEMIC CHANGES

A. Are there steering bodies at all levels and are the right people on them?
B. Who are the designated change agents (organization facilitators for specific systemic change)?
C. What ongoing training, supervision, and support are the advisory/steering bodies and change agents receiving so that they can be effective?
D. What steps ensure that change agents are not diverted into other roles and functions?
E. What steps are taken to address weaknesses in the performance of steering bodies and change agents? (Included here are steps for orienting and bringing newcomers up to speed.)

V. LEADERSHIP DESIGNATION, TRAINING, & SUPPORT

A. Who have been designated as leaders for a learning support component at each level?
B. What ongoing training and support are leadership personnel receiving so that they can be effective? (Included here are steps for orienting and bringing new personnel up to speed.)

VI. INFRASTRUCTURE FOR RESOURCE-ORIENTED PLANNING

A. What resource-oriented mechanisms have been established at each level?
B. What ongoing training and support are those on resource-oriented teams receiving so that they can be effective? (Included here are steps for orienting and bringing new members up to speed.)

VII. MAPPING AND ANALYSES OF RESOURCES

A. At what stage is the mapping and analyses of resources that are relevant to addressing barriers to learning and promoting healthy development?
B. To what degree have existing activities and initiatives (programs and services) been charted with respect to delineated areas of intervention (e.g., six areas of a learning support/enabling component) and displayed publicly?
C. What priorities have been set for next steps in using resources more effectively in developing a comprehensive, multifaceted approach?
D. What mechanisms have been established to assure next steps are taken effectively?

Benchmark Checklist for Monitoring and Reviewing Progress

The checklist on the following pages is designed to aid those involved in the process of restructuring education support programs and developing a Learning Supports (Enabling) Component.

The focus is on tasks related to

- organizing at a site
- establishing coordination among multiple sites
  in the same locale

This tool was developed as a formative evaluation instrument for use by Organization Facilitators and/or other change agents. It aids in focusing problem solving discussions and planning next steps.

The items should be modified to fit local strategic and action planns

Benchmark Checklist for Monitoring and Reviewing Process and Progress: Restructuring Education Supports/Implementing a Learning Supports (Enabling) Component

Site Name:	Date started	Date Completed if applies	Current Status
I. ORIENTATION AND CREATING READINESS			
A. Establishment of a District Steering Group ("champions") to facilitate development of the Component Steering Group members identified Names: Position:			
B. Leadership and systemic change training for steering group members			
C. Orienting district stakeholders – initial contacts made with key stakeholders to introduce basic ideas			
(1) "Social marketing" strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders >____________________			
(2) Opportunities for interchange provided & additional in-depth presentations made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation of interest indicates a critical mass of stakeholders are ready to pursue a policy commitment			
(4) Ratification and sponsorship elicited from a critical mass of stakeholders			
D. Establishing Policy Commitment & Framework – (follow-up meetings with district leaders to clarify the dimensions of the work and how to proceed)			
(1) Negotiation of policy commitment and conditions for engagement (e.g., high level policy established and assurance of leadership commitment – learning supports component adopted as one of the primary and essential components of school improvement – on a par with the instructional and management components)			
(2) Policy translated into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line			
(3) Policy translated into appropriate resource allocations (leadership, staff, space, budget, time)			

Site Name:	Date started	Date Completed if applies	Current Status
(4) Incentives for change established (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Procedural options established that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Infrastructure and processes established for facilitating change efforts			
(7) Establishment of a change agent(s) position			
(8) Change agent(s) identified – indicate name(s)			
(9) Initial capacity-building – essential skills developed among stakeholders to begin implementation			
(10) Benchmarks used to provide feedback on progress and to make necessary improvements in the process for creating readiness			
E. Development of phase-in plan for District			
F. Establishment of Steering Group ("champions) for school to facilitate development of the Component Steering Group members identified Names: Position:			
G. Leadership and systemic change training for steering group members			
H. Orienting school stakeholders – initial contacts made with key stakeholders to introduce basic ideas			
(1) "Social marketing" strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders >____________________			
(2) Opportunities for interchange provided & additional in-depth presentations made to build a critical mass of consensus for systemic changes			
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Site Name:	Date started	Date Completed if applies	Current Status
I. Establishing Policy Commitment & Framework – (follow-up meetings with school leaders to clarify the dimensions of the work and how to proceed)			
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(6) Infrastructure and processes established for facilitating change efforts			
(7) Establishment of a change agent(s) position			
(8) Change agent(s) identified – indicate name(s)			
(9) Initial capacity-building – essential skills developed among stakeholders to begin implementation			
(10) Benchmarks used to provide feedback on progress and to make necessary improvements in the process for creating readiness			
J. Development of phase-in plan for school			
II. START-UP AND PHASE-IN			
A. Establishment of Steering Group to facilitate development of the Component Steering Group members identified Name: Position:			

Site Name:	Date started	Date Completed if applies	Current Status
B. Identification of a site leader (equivalent to the leader for the Instructional Component) Name: Position:			
C. Identification of other leaders for the Component Names: Position:			
D. Change Agent(s) identified Name: Position:			
E. Leadership and systemic change training for all who will be taking a lead in developing the component			
F. Survey of administrator, teacher, and other staff regarding attitudes about new directions			
G. ESTABLISHMENT OF RESOURCE COORDINATING TEAM			
(1) Identification of potential team members			
(2) Recruitment of team members. Name: Position:			
(3) Initial team meeting.			
(4) Training for team.			
H. INITIAL MAPPING AND ANALYSIS OF EXISTING RESOURCES			
(1) Initial mapping			
(2) Initial analyses (of needs, gaps, efficacy, coordination)			
(3) Initial plans and steps to improve learning supports (enabling) activity			
(4) initial maps and plans distributed			

Site Name:	Date started	Date Completed if applies	Current Status
I. INITIAL ENHANCEMENT OF SYSTEMS AND ACTIVITY RELATED TO ENABLING			
(1) Analyze, improve, document, and circulate info and recommendations on how to use current systems for >Referral for Emergency Help-Major Services >Triage >Case Management >Crisis Response (e.g., Crisis Team) (e.g., clarify steps, develop flow charts, written descriptions, train personnel, etc.).			
(2) Training for existing teams. >Crisis Team >Student and Family Assistance Team (e.g., Student Study or Guidance Team) >Other (specify)			
J. REFINING INFRASTRUCTURE & PURSUING DEEPER MAPPING AND ANALYSES			
(1) Learning support activity organized into a delineated set of intervention arenas (e.g., six areas)			
(2) Standing work groups developed for each area			
(3) Training of Area work groups Specify Areas:			
(4) Initial mapping and analyses of resources related to each area accomplished			
(5) Each area work group formulates priorities for enhancing activity in own area. Specify Areas:			
(6) Priorities for enhancing learning supports delineated, evaluated, and ranked by Resource Coordinating Team and plans formulated for pursuing top priorities.			
(7) School infrastructure refined so that learning supports (enabling) component is fully integrated with the instructional and management components			
(8) If relevant, plans formulated to establish a Family and/or Parent Center			

Site Name:	Date started	Date Completed if applies	Current Status
K. COMPONENT VISIBILITY, COMMUNICATION, & PROBLEM SOLVING			
(1) Ad hoc work groups developed to enhance component visibility, communication, sharing, & problem solving			
(2) All existing programs, services, and resources listed, circulated (e.g., to all staff, parents), and posted (e.g., on key bulletin boards)			
(3) Other steps taken to enhance visibility. (specify)			
(4) Effective *communication mechanisms* in operation			
(5) Effective *problem solving mechanisms* in operation			
(6) Effective *social marketing mechanisms* in operation			
L. OUTREACH TO FILL GAPS & PURSUE ECONOMIES OF SCALE			
Formal collaborative linkages established with other resources in the district (specify)			
Formal collaborative linkages established with other schools in locale (e.g., Resource Coordinating *Council*) (specify)			
Formal collaborative linkages established with community resources (e.g., programs and agencies) (specify)			
M. SYSTEM FOR QUALITY IMPROVEMENT			
Decisions about indicators to be used.			
Members recruited for Quality Improvement Team. Name: Position:			
Training of Quality Improvement Team			
Initial Quality Improvement recommendations. Made. Acted upon.			

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Site Name	Date Started	Date Completed	Current Status
III. INSTITUTIONALIZATION (maintenance & evolution) & IV. PLANS FOR ONGOING RENEWAL			
A. Indications of planning for maintenance			
(1) policy commitments			
(2) regular budget allocations			
(3) ongoing administrative leadership			
(4) a key facet of school improvement plans			
B. Strategies in use for maintaining momentum/progress.(sustainability) (List most prominent examples)			
C. Strategies in use and future plans for generating renewal (List most prominent examples)			

An overarching benchmark involves the monitoring of the implementation of evaluation plans.

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GROUP ACTIVITY

Review the outline and identify what you see as the next steps to pursue.

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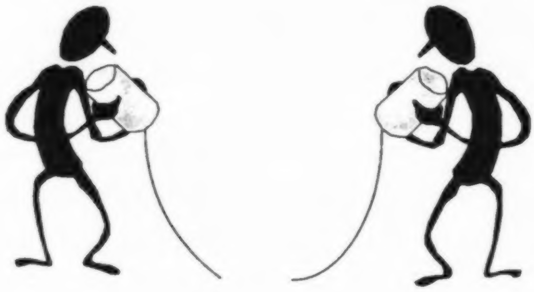
Module VIII

School-Community *Collaboration*

Working Collaboratively at and with Schools to Enhance Learning Supports

Defining Collaboration and its Purposes

Infrastructure Building from Localities Outward



The objective of this module is introduce some basic ideas about how schools can collaborate with communities to the benefit of all students.

Orienting questions:

What are the benefits for students of schools and communities working together?

How can collaboratives enhance their effectiveness?

The Center has developed a major guide for those who are ready to move on to developing full scale school-community partnerships. The following discussion is offered here as a form of introduction to that work and as a way of summing up some of the points covered in this set of training modules.

Working Collaboratively at and with Schools

Effective collaboration requires vision, cohesive policy, potent leadership, infrastructure, capacity building, and appropriate accountability.

Properly done, collaboration among schools, families, and communities should improve schools, strengthen families and neighborhoods, and lead to a marked reduction in young people's problems. Poorly implemented collaboration, however, risks becoming another reform that promised a lot, did little good, and even did some harm. (Advocates for collaboration caution that some so-called collaboratives amount to little more than groups of people sitting around engaging in "collabo-babble.")

Formal opportunities to work together at and with schools often take the form of committees, councils, teams, and various other groups. Functions include school improvement, program planning, budgeting, management, decision making, review of students with problems, quality reviews, and accountability. A larger structure for schools and communities to work together often is called a collaborative. Our focus here is on this larger structure.

Efforts to connect school-community resources in order to develop a full and cohesive continuum of interventions must encompass many stakeholders. This fact and growing appreciation of social capital and the political realities of local control have resulted in collaboratives reaching out to a wide spectrum of participants. Around the table may be individuals representing various agencies, organizations, and sources of social and financial capital, such as youth, families, businesses, religious and civic groups, postsecondary institutions, parks and libraries, and almost any facility that can be used for recreation, learning, enrichment, and support. Agendas include education, literacy, youth development, the arts, health and human services, juvenile justice, vocational preparation, economic development, and more.

One trend among major demonstration projects at the school-neighborhood level is to incorporate health, mental health, and social services into collaborative *centers* (e.g., health centers, family centers, parent centers). These centers are established at or near a school and use terms such as school-linked or school-based services, coordinated services, wrap-around services, one-stop shopping, full service schools, systems of care, and community schools.

An optimal approach involves formally blending local family and community resources with those of a school, a group of schools, and eventually, an entire district. In doing so, sophisticated attention must be given to developing policy and capacity to sustain connections over time.

Most of us know how hard it is to work effectively with a group. Many school and agency staff members have jobs that allow them to carry out their daily duties in relative isolation of other staff. And, despite various frustrations they encounter in doing so, they may see little to be gained from joining with others. In fact, they often can point to many committees and teams that drain their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if too many staff work in isolation. The same is true when organizations work in fragmented ways. Thus, calls for collaboration increase. And, school-community collaboratives are springing up everywhere.

It's Not About Collaboration – It's About Being Effective

Obviously, authentic collaboration involves more than meeting and talking. The point is to work together in ways that produce effective interventions. For this to happen, steps must be taken to ensure participants have the training, time, support, and authority that enables them to carry out their roles and functions. More specifically, collaborative mechanisms require careful planning and implementation designed to accomplish well-delineated functions and defined tasks. Also needed is thoughtful, skilled and content-focused facilitation.

In the absence of careful attention to the above matters, collaboratives rarely live up to hopes and expectations. Participants often start out with great enthusiasm. But poorly facilitated working sessions quickly degenerate into another ho-hum meeting, lots of talk but little action, another burden, and a waste of time.

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The aim is to establish strong, enduring working relationships to accomplish a shared vision

Meeting and meeting, but going nowhere is particularly likely to happen when the emphasis is mainly on the unfocused mandate to "collaborate." Stakeholders must do more than embrace an important vision and mission. They need an infrastructure that ensures effective work is done with respect to carefully defined functions and tasks.

Defining Collaboration and Its Purposes

Collaboration involves *working together in ways that improve intervention effectiveness and efficiency*. Its hallmark is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the stakeholders alone. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common goals. A collaborative structure requires shared governance (power, authority, decision making, accountability) and the weaving together of a set of resources. It also requires building well-defined working relationships to connect, mobilize, and use financial and political resources and social capital in planful and mutually beneficial ways.

Operationally, a collaborative is defined by its *focus* and *functions*. Organizationally, a collaborative must develop mechanisms and a differentiated infra-structure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Furthermore, since the functions of a collaborative almost always overlap with work being carried out by others, a collaborative body must pursue connections with other bodies.

Collaboration is not about meeting together

The *focus* may be on enhancing

- *direct delivery of services and programs* (e.g., improving specific services and programs; improving interventions to promote healthy development, prevent and correct problems, meet client/consumer needs; improving processes for referral, triage, assessment, case management)

and/or

- *resource use* (e.g., improving resource deployment and accessing more resources)

and/or

- *systemic approaches* (e.g., moving from fragmented to cohesive approaches; developing a comprehensive, multifaceted continuum of integrated interventions; replicating innovations; scaling-up)operational mechanisms (e.g., infrastructure) for guiding and managing accomplishment of desired functions

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The *functions* may include

- facilitating communication, cooperation, coordination, integration
- operationalizing the vision of stakeholders into desired functions and tasks
- enhancing support for and developing a policy commitment to ensure necessary resources are dispensed for accomplishing desired functions
- advocacy, analysis, priority setting, governance, planning, implementation, and evaluation related to desired functions
- mapping, analyzing, managing, redeploying, and braiding available resources to enable accomplishment of desired functions
- establishing leadership and institutional and
- defining and incorporating new roles and functions into job descriptions
- building capacity for planning, implementing and evaluating desired functions, including ongoing stakeholder development for continuous learning and renewal and for bringing new arrivals up to speed
- defining standards & ensuring accountability

Collaborative *mechanisms* or *structure* may take the form of one or more of the following:

- a steering group
- advisory bodies and councils
- a collaborative body and its staff
- ad hoc or standing work groups
- resource-oriented teams
- case-oriented teams
- committees

Collaboration inevitably requires developing ways to work together that enable participants to overcome their particular arenas of advocacy. If this cannot be accomplished, the intent of pursuing a shared agenda and achieving a collective vision is jeopardized.

As should be evident by now, collaboratives can differ in terms of purposes and functions. They also can differ in a range of other dimensions. For example, they may vary in their degree of formality, time commitment, nature of stakeholder connections, as well as the amount of systemic change required to carry out their functions and achieve their purposes (see exhibit on next page).

Some Other Collaborative Dimensions*

I. Initiation
  A. School-led
  B. Community-driven

II. Nature of Collaboration
  A. Formal
    - memorandum of understanding
    - contract
    - organizational/operational mechanisms
  B. Informal
    - verbal agreements
    - ad hoc arrangements

III. Focus
  A. Improvement of program and service provision
  B. Enhancing Resource Use
  C. Major systemic changes

IV. Scope of Collaboration
  A. Number of programs and services involved (from just a few -- up to a comprehensive, multifaceted continuum)
  B. Horizontal collaboration
    - within a school/agency
    - among schools/agencies
  C. Vertical collaboration
    - within a catchment area (e.g., school and community agency, family of schools, two or more agencies)
    - among different levels of jurisdictions (e.g., community/city/county/state/federal)

V. Scope of Potential Impact
  A. Narrow-band -- a small proportion of youth and families can access what they need
  B. Broad-band -- all in need can access what they need

VI. Ownership & Governance of Programs and Services
  A. Owned & governed by school
  B. Owned & governed by community
  C. Shared ownership & governance
  D. Public-private venture -- shared ownership & governance

VII. Location of Programs and Services
  A. Community-based, school-linked
  B. School-based

VIII. Degree of Cohesiveness among Multiple Interventions Serving the Same Student/Family
  A. Unconnected
  B. Communicating
  C. Cooperating
  D. Coordinated
  E. Integrated

IX. Level of Systemic Intervention Focus
  A. Systems for promoting healthy development
  B. Systems for prevention of problems
  C. Systems for early-after-onset of problems
  D. Systems of care for treatment of severe, pervasive, and/or chronic problems
  E. Full continuum including all levels

X. Arenas for Collaborative Activity
  A. Health (physical and mental)
  B. Education
  C. Social services
  D. Work/career
  E. Enrichment/recreation
  F. Juvenile justice
  G. Neighborhood/community improvement

*See previous page for examples of the major *functions* and the types of *mechanisms* that are used to accomplish them.

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An effective school-community collaboration must coalesce at the local level. Thus, a school and its surrounding community are a reasonable focal point around which to build an infrastructure. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

Effective collaboratives require a well-developed infrastructure of organizational and operational mechanisms at all relevant levels (e.g., see Exhibit on next page). Such mechanisms are used for oversight, leadership, capacity building, and ongoing support related to (a) making decisions about priorities and how to allocate resources, (b) optimizing planning, implementation, maintenance, and accountability, (c) enhancing and redeploying existing resources and pursuing new ones, and (d) nurturing the collaborative. At each level, such tasks require a proactive agenda.

> For a more in-depth discussion of all this, see *Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections* – an intro packet from the Center.

Note:

While skills and tools are a key aspect of establishing and sustaining school-community partnerships, underlying the application of any set of procedures is motivation.

> *Motivation for school-community partnerships comes from the desire to achieve better outcomes for all children & youth.*
>
> *It come from hope and optimism about a vision for what is possible for all children and youth.*
>
> *It comes from the realization that working together is essential in accomplishing the vision.*
>
> *It comes from the realization that system changes are essential to working together effectively.*
>
> *Maintaining motivation for working together comes from valuing each partner's assets and contributions.*
>
> *When a broad range of stakeholders are motivated to work together to sustain progress, they come up with more innovative and effective strategies than any guidebook or toolkit can contain.*

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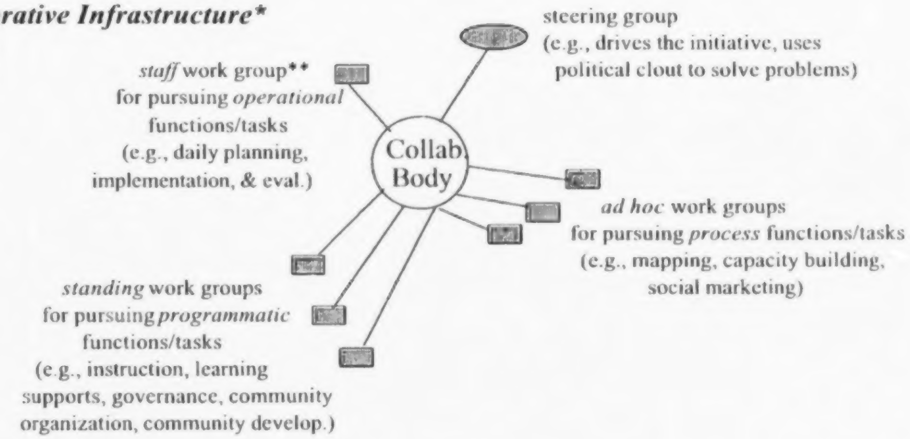
About Collaborative Infrastructure

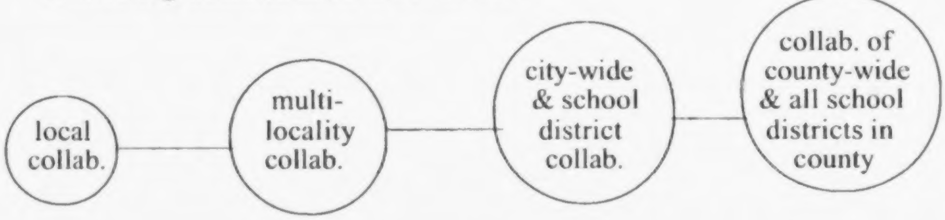
*Basic Collaborative Infrastructure**


steering group
(e.g., drives the initiative, uses political clout to solve problems)
staff work group**
for pursuing *operational* functions/tasks
(e.g., daily planning, implementation, & eval.)
Collab. Body
ad hoc work groups
for pursuing *process* functions/tasks
(e.g., mapping, capacity building, social marketing)
standing work groups
for pursuing *programmatic* functions/tasks
(e.g., instruction, learning supports, governance, community organization, community develop.)

Who should be at the table?
>families[1]
>schools[2]
>communities[3]

***Staffing*
>Executive Director
>Organization Facilitator (change agent)

*Connecting Collaboratives at All Levels**


local collab.
multi-locality collab.
city-wide & school district collab.
collab. of county-wide & all school districts in county

---

*Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex/"family" of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

[1] *Families.* It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

[2] *Schools.* This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

[3] *Communities.* This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

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Some Ways to Begin Establishing a Collaborative

(1) Adopting a Comprehensive Vision for the Collaborative

- Collaborative leadership builds consensus that the aim of those involved is to help weave together community and school resources to develop a comprehensive, multifaceted, and integrated continuum of interventions so that no child is left behind.

(2) Writing a "Brief" to Clarify the Vision

- Collaborative establishes a writing team to prepare a "white paper," Executive Summary and set of "talking points" clarifying the vision by delineating the rationale and frameworks that will guide development of a comprehensive, multifaceted, and integrated approach

(3) Establishing a Steering Committee to Move the Initiative Forward and Monitor Process

- Collaborative identifies and empowers a representative subgroup who will be responsible and accountable for ensuring that the vision ("big picture") is not lost and the momentum of the initiative is maintained through establishing and monitoring ad hoc work groups that are asked to pursue specific tasks

(4) Starting a Process for Translating the Vision into Policy

- Steering Committee establishes a work group to prepare a campaign geared to key local and state school and agency policy makers that focuses on (a) establishing a policy framework for the development of a comprehensive, multifaceted, and integrated approach and (b) ensuring that such policy has a high enough level of priority to end the current marginalized status such efforts have at schools and in communities

(5) Developing a 5 year Strategic Plan

- Steering Committee establishes a work group to draft a 5 year strategic plan that delineates (a) the development of a comprehensive, multifaceted, and integrated approach and (b) the steps to be taken to accomplish the required systemic changes (The strategic plan will cover such matters as use of formulation of essential agreements about policy, resources, and practices; assignment of committed leadership; change agents to facilitate systemic changes; infrastructure redesign; enhancement of infrastructure mechanisms; resource mapping, analysis, and redeployment; capacity building; standards, evaluation, quality improvement, and accountability; "social marketing.")

- Steering Committee circulates draft of plan (a) to elicit suggested revisions from key stakeholders and (b) as part of a process for building consensus and developing readiness for proceeding with its implementation

- Work group makes relevant revisions based on suggestions

(6) Moving the Strategic Plan to Implementation

- Steering Committee ensures that key stakeholders finalize and approve strategic plan

- Steering Committee submits plan on behalf of key stakeholders to school and agency decision makers to formulate formal agreements (e.g., MOUs, contracts) for start-up, initial implementation, and on-going revisions that can ensure institutionalization and periodic renewal of a comprehensive, multifaceted, and integrated approach

- Steering Committee establishes work group to develop action plan for start-up and initial implementation (Action plan identifies general functions and key tasks to be accomplished, necessary systemic changes, and how to get from here to there in terms of who, how, by when, who monitors, etc.)

A final comment about school-community connections:

If increased connections are to be more than another desired but underachieved aim of reformers, we all must deal with the problems of marginalization and fragmentation of policy and practice. We must help develop appropriately comprehensive school-community collaborations. We must move beyond the concept of school-linked services because such an approach is a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching. By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, initiatives for school-linked services help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous in every neighborhood. As a result, such initiatives often are incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No Child Left Behind* more than rhetoric.

GROUP ACTIVITY

>Discuss the pros and cons of schools forming formal collaborative relationships with community resources.

>List those community resources you think could help your school perform better.

Module IX

About Using Data for Planning, Implementation, Evaluation, and Social Marketing

A Few Words About Data for Planning, Implementation, & Evaluation

Using Data for Social Marketing

The objectives of this module are to introduce ideas about (a) why gathering data is invaluable to efforts to establish new approaches to student support and (b) using the data to advance the efforts.

Orienting questions:

Why types of data are worth gathering and why?

What does the term *social marketing* mean in the context of schools?

A Few Words About Data for Planning, Implementation, & Evaluation

All resource-oriented teams need data to enhance the quality of their efforts and to monitor their outcomes in ways that promote appropriate accountability. While new teams often do not have the resources for extensive data gathering, sound planning and implementation requires that some information be amassed and analyzed. And, in the process, data can be collected that will provide a base for a subsequent evaluation of impact. All decisions about which data are needed should reflect clarity about how the data will be used.

The initial data to guide planning are those required for making a "gap" analysis. Of concern here is the gap between what is envisioned for the future and what exists currently. Doing a gap analysis requires understanding

- the nature of the problem(s) to be addressed (e.g., a "needs" assessment and analysis, including incidence reports from schools, community agencies, demographic statistics)
- available resources/assets (e.g., "assets" mapping and analysis; school and community profiles, finances, policies, programs, facilities, social capital)
- challenges and barriers to achieving the collaborative's vision.

> ***Planners must understand the environment in which they work and acknowledge the chaos that is present***
> *W. Sybouts*

The data for doing a gap analysis may already have been gathered and accessible by reviewing existing documents and records (e.g., previous needs assessments, resource directories, budget information, census data, school, police, hospital, and other organization's reports, grant proposals). Where additional data are needed, they may be gathered using procedures such as checklists, surveys, semi-structured interviews, focus group discussions, and observations.

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In connection with planning and implementation, it is important to establish a set of benchmarks and related monitoring procedures. An example of such a set of benchmarks is offered in Module VII.

As soon as feasible, the team should ask that data be gathered on the school's impact with respect to addressing barriers to learning and on factors interfering with positive impact. The focus should be on all arenas of impact – youngsters, families, schools, and neighborhoods (people, programs, and systems). The first emphasis should be on direct indicators related to the addressing barriers to learning. For example, if there is a primary focus is on reducing bullying, then bullying indicators are of greatest interest (e.g., incidence reports). The needs assessment data gathered initially provide a base level for comparison. In addition, if any positive changes in the school, neighborhood, and home have contributed to a reduction in bullying, such data also clearly are relevant (see Exhibit on the following page).

Effective use of data maximizes use of resources

In planning the evaluation, it is essential to clarify what information is most relevant. This involves specifying intended outcomes and possible unintended outcomes. It also involves plans for assessing how well processes have been implemented and where improvements are needed.

Obviously, a well-designed information management system can be a major aid (e.g., storing and providing data on identified needs and current status of individuals and resources). As schools and agencies in the community enhance their systems, someone from the team should participate in the discussions so that helpful data are included and properly safeguarded. In this respect, advanced technology can play a major role (e.g., a computerized and appropriately networked information management system). Moreover, such systems should be designed to ensure data can be disaggregated during analysis to allow for appropriate baseline and subgroup comparisons (e.g., to make differentiations with respect to demographics, initial levels of motivation and development, and type, severity, and pervasiveness of problems).

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Exhibit

Indicators of Impact

Students

Increased knowledge, skills, & attitudes to enhance
- acceptance of responsibility (including attending, following directions & agreed upon rules/laws)
- self-esteem & integrity
- social & working relationships
- self-evaluation & self-direction/regulation
- physical functioning
- health maintenance
- safe behavior

Reduced barriers to school attendance and functioning by addressing problems related to
- health
- lack of adequate clothing
- dysfunctional families
- lack of home support for student improvement
- physical/sexual abuse
- substance abuse
- gang involvement
- pregnant/parenting minors
- dropouts
- need for compensatory learning strategies

Families & Communities

Increased social and emotional support for families

Increased family access to special assistance

Increased family ability to reduce child risk factors that can be barriers to learning

Increased bilingual ability and literacy of parents

Increased family ability to support schooling

Increased positive attitudes about schooling

Increased home (family/parent) participation at school
Enhance positive attitudes toward school and community

Increased community participation in school activities

Increased perception of the school as a hub of community activities

Increased partnerships designed to enhance education & service availability in community

Enhanced coordination & collaboration between community agencies and school programs & services

Enhanced focus on agency outreach to meet family needs

Increased psychological sense of community

Programs & Systems

Enhanced processes by which staff and families learn about available programs and services and how to access those they need

Increased coordination among services and programs

Increases in the degree to which staff work collaboratively and programmatically

Increased services/programs at school site

Increased amounts of school and community collaboration

Increases in quality of services and programs because of improved systems for requesting, accessing, and managing assistance for students and families (including overcoming inappropriate barriers to confidentiality)

Establishment of a long-term financial base

Using Data for Social Marketing

Social marketing is an important tool for fostering a critical mass of stakeholder support for efforts to change programs and systems. Particularly important to effective marketing of change is the inclusion of the evidence base for moving in new directions. All data on the collaborative's positive impact needs to be packaged and widely shared as soon as it is available. Social marketing draws on concepts developed for commercial marketing. But in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our aim, which is to influence action by key stakeholders.

- To achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change.
- The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment).

From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

One caution: Beware of thinking of social marketing as just an event. It is tempting to plan a "big day" to bring people together to inform, share, involve, and celebrate. This can be a good thing if it is planned as one facet of a carefully thought ought strategic plan. It can be counterproductive if it is a one-shot activity that drains resources and energy and leads to a belief that "We did our social marketing."

A Note About Social Marketing

Think about social marketing as a tool for accomplishing social change. Social marketing is a spiraling facet of program and systemic change. As such, it can be used in good or bad ways.

Social marketing draws on concepts developed for commercial marketing, but in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our purposes.

In this context,

1. the aim is to influence action by key stakeholders
2. to achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change
3. the strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment)

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

Social marketing cab be a significant aid in creating readiness for change. From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

With respect to systemic change, the initial aims of social marketing are to

- introduce basic ideas and the relevant research base to key stakeholders using "social marketing" strategies
- provide opportunities for interchange & additional in-depth presentations to build a critical mass of consensus
  for systemic changes
- conduct ongoing evaluation of interest until a critical mass of stakeholders indicate readiness to pursue a policy commitment
- obtain ratification and sponsorship by critical mass of stakeholders
- establish a high level policy and ensure leadership commitment
- translate policy into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line
- translate policy into appropriate resource allocations (leadership, staff, space, budget, time)
- establish incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)
- establish procedural options that reflect stakeholder strengths and from which those expected to implement change
- can select strategies they see as workable
- establish an infrastructure and processes that facilitate change efforts
- establish a change agent position
- establish temporary infrastructure mechanisms for making systemic changes
- build initial implementation capacity - develop essential skills among stakeholders
- use benchmarks to provide feedback on progress and to make necessary improvements in the process for creating readiness

GROUP ACTIVITY

Make a list of the data currently gathered at the school and reflect on how it is used.

Discuss what other data would be useful and why.

Some Other Resources

Supplementary Resource Aids*

A. Introduction to a component for addressing barriers to learning

A brief overview of the needs for a component that supports learning and is equal in importance to the instructional and management components of school reform. Useful in clarifying the "big picture" for all stakeholders.

B. Organization Facilitators: A Change Agent for Systemic School and Community Changes

Outlines the roles and functions of the professional roles needed to guide and support systemic changes, create a climate for change, and sustain school and community reforms.

C. Resource-oriented Teams: Key Infrastructure Mechanisms for Enhancing Supports

An indepth description of how resource teams differ from case teams. Describes resource mechanisms designed to ensure schools systematically address how they use resources for addressing barriers to student learning and promoting health development.

D. Addressing Barriers to Learning: A set of surveys to map what a school has and needs.

Surveys to use as tools in the process of building a collaborative team with a shared vision for a school. Explores the systems in place at a school and focuses on six program areas to promote what is already occurring and generate enthusiasm for expanding programs for prevention and early interventions related to (1) classrooms (2) support for transitions (3) home involvement in schooling (4) community outreach for involvement and support (5) crisis assistance and prevention and (6) student and family assistance programs and services.

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*These are four brief documents from the Center for Mental Health in Schools at UCLA; they can be downloaded from the Center website at http://smhp.psych.ucla.edu. (Click on *Center Materials*)

Other Relevant Resources for Mapping

You will find a good range of references to mapping (information, tools) by searching our website (http://smhp.psych.ucla.edu). You will find materials our Center has pulled together and also references to resources developed by others around the country and how to access them.

Mapping School Resources

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* . Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning.* Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Mapping Community Resources

C. Bruner, K. Bell, C. Brindis, H. Chang, & W. Scarbrough (1993). *Charting a Course: Assessing a Community's Strengths and Needs.* Des Moines, IA: National Center for Service Integration.

Center for Mental Health in Schools (1999). *School-Community Partnerships: A Guide.* Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian.(1997). *Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives*, byWashington, D.C.: U.S. Department of Housing and Urban Development.

J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntenney (1997). *A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents* . Evanston, IL: Institute for Policy Research, Northwestern University.

J.P. Kretzmann & J.L. McKnight (1993). *Building Communities from the Inside Out: A Path Toward Fidning and Mobilizing a Community's Assets.* Chicago: ACTA Publications.

J.L. McKnight & J.P. Kretzmann (1990). *Mapping Community Capacity.* Evanston, IL: Institute for Policy Research, Northwestern University.

Community Tool Box. **http://ctb.lsi.ukans.edu/**

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

From the Center's Clearinghouse...

Thank you for your interest and support of the Center for Mental Health in Schools. You have just downloaded one of the packets from our clearinghouse. Packets not yet available on-line can be obtained by calling the Center (310)825-3634.

We want your feedback! Please rate the material you downloaded:

How well did the material meet your needs? *Not at all* *Somewhat* *Very much*

Should we keep sending out this material? *No* *Not sure* *Yes*

Please indicate which if any parts were more helpful than others.

In general, how helpful are you finding the Website? *Not at all* *Somewhat* *Very Much*

If you are receiving our monthly ENEWS, how helpful are you finding it?
Not at all *Somewhat* *Very Much*

Given the purposes for which the material was designed, are there parts that you think should be changed? (Please feel free to share any thoughts you have about improving the material or substituting better material.)

We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

Send your responce to:
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The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

Return to Resource List

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

! Policy issues related to mental health in schools
! Mechanisms and procedures for program/service coordination
    •Collaborative Teams
    •School-community service linkages
    •Cross disciplinary training and interprofessional education
! Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
! Issues related to working in rural, urban, and suburban areas
! Restructuring school support service
    •Systemic change strategies
    •Involving stakeholders in decisions
    •Staffing patterns
    •Financing
    •Evaluation, Quality Assurance
    •Legal Issues
! Professional standards

Programs and Process Concerns

! Clustering activities into a cohesive, programmatic approach
    •Support for transitions
    •Mental health education to enhance healthy development & prevent problems
    •Parent/home involvement
    •Enhancing classrooms to reduce referrals (including prereferral interventions)
    •Use of volunteers/trainees
    •Outreach to community
    •Crisis response
    •Crisis and violence prevention (including safe schools)
! Staff capacity building & support
    •Cultural competence
    •Minimizing burnout
! Interventions for student and family assistance
•Screening/Assessment
    •Enhancing triage & ref. processes
    •Least Intervention Needed
•Short-term student counseling
    •Family counseling and support
    •Case monitoring/management
    •Confidentiality
    •Record keeping and reporting
    •School-based Clinics

Psychosocial Problems

! Drug/alcohol abuse
! Depression/suicide
! Grief
! Dropout prevention
! Gangs
! Pregnancy prevention/support
! Eating problems (anorexia, bulimia)
! Physical/Sexual Abuse
! Neglect
! Gender and sexuality
! Self-esteem
! Relationship problems
! Anxiety
! Disabilities
! Reactions to chronic illness
! School adjustment (including newcomer acculturation)
! Learning, attention & behavior problems

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EFF-089 (1/2003)